AN INVESTIGATION OF THE LOCUS OF FORMAL DECISION-MAKING FOR STUDENT PERSONNEL SERVICES IN SELECTED MULTI-UNIT COMMUNITY COLLEGE DISTRICTS

By

JOHN W. McCLUSKEY

A DISSERTATION PRESENTED TO THE GRADUATE COUNCIL
OF THE UNIVERSITY OF FLORIDA IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

UNIVERSITY OF FLORIDA
1972

ACKNOWLEDGEMENTS

The writer wishes to express his appreciation for the counsel and assistance provided by the chairman of his doctoral committee, Dr. James L. Wattenbarger. Because of his personal concern and interest in the writer and the writer's goals and objectives, the present study is a reality.

The writer is also appreciative of the advice of the other members of his doctoral committee during the study: Drs. Michael Y. Nunnery, Robert O. Stripling and Irving J. Goffman.

As in all other research projects, ideas have been absorbed from many sources and in the area of student personnel services the writer's perceptions and knowledge have been influenced by many persons including the writings of Drs. Jane Matson, Joseph Fordyce, and Terry O'Banion. The reader will not find these writings included in the bibliography as its primary focus is material dealing with multi-unit districts.

A special note of thanks is extended to Dr. Jane Matson, whose recent AAJC-Esso Foundation study of student personnel services provided additional understanding of the student services function in the community college. Dr. Matson also

gave graciously of her time in reviewing, with the author, the first draft of this manuscript.

The writer also expresses his gratitude to the participating districts and their personnel whose aid in completing the field study was crucial.

Finally, the writer wishes to say thank you to his parents, Mr. and Mrs. V. C. McCluskey, his wife, Barbara, and children, John Patrick, and Annélisa for the encouragement, patience, understanding, and love that only a family can give.

TABLE OF CONTENTS

		Page
ACKNOWLEDGEMENTS		ii
LIST OF TABLES		vii
LIST OF FIGURES		x
ABSTRACT		xi
CHAPTER		
I	INTRODUCTION	1
	The Problem	3
	Definition of Terms	9
	Review of Related Literature	10
	Procedures	27
	Organization of the Remainder of the Study	35
II	THE DECISION-MAKING PATTERN OF TRANSITIONAL COMMUNITY COLLEGE DISTRICT	37
	Environment	37
	Procedures for Decision-Making in Student Services	41
	Decision-Making Patterns Identified by the Modified Decision Point Analysis Instrument	48
	Decision-Making Patterns Identified by Structured Interviews	59
	General Observations	69
	Summation	73
III	THE DECISION-MAKING PATTERN OF METROPOLITAN COMMUNITY COLLEGE DISTRICT	76

TABLE OF CONTENTS (Continued)

		Page
	Environment.	76
	Procedures for Decision-Making in Student Services.	80
	Decision-Making Patterns Identified by the Modified Decision Point Analysis Instrument.	86
	Decision-Making Patterns Identified by Structured Interviews	100
	General Observations	108
	Summation.	112
IV	THE DECISION-MAKING PATTERN OF RIVERSIDE COMMUNITY COLLEGE DISTRICT.	114
	Environment.	114
	Procedures for Decision-Making in Student Services.	118
	Decision-Making Patterns Identified by the Modified Decision Point Analysis Instrument.	124
	Decision-Making Patterns Identified by Structured Interviews	137
	General Observations	145
	Summation.	149
V	COMMONALITIES AND DIFFERENCES IN DECISION-MAKING PATTERNS FOR THE THREE PARTICIPATING DISTRICTS	152
	Procedures for Decision-Making	152
	Role Incumbents as Decision-Makers . . .	156
	General Observations	165
	Summation.	175
VI	SUMMARY, GENERALIZATIONS AND IMPLICATIONS, RECOMMENDATIONS	178
	Generalizations and Implications	180
	Recommendations for Related Studies. . .	192
APPENDICES.		194

TABLE OF CONTENTS (Continued)

	Page
A. MODIFIED DECISION POINT ANALYSIS INSTRUMENT. .	195
B. STRUCTURED INTERVIEW GUIDE	201
C. BASIC DATA COLLECTED FROM TRANSITIONAL COMMUNITY COLLEGE RESPONDENTS--TABLES 1-8. . .	205
D. BASIC DATA COLLECTED FROM METROPOLITAN COMMUNITY COLLEGE RESPONDENTS--TABLES 9-16 . .	214
E. BASIC DATA COLLECTED FROM RIVERSIDE COMMUNITY COLLEGE RESPONDENTS--TABLES 17-24 . . .	223
BIBLIOGRAPHY	232
BIOGRAPHICAL SKETCH.	236

LIST OF TABLES

Table		Page
1	Distribution of Rank Order Responses for Task Area I (Admissions, Registration, and Records) Transitional Community College District.	206
2	Distribution of Rank Order Responses for Task Area II (Placement and Financial Aid) Transitional Community College District.	207
3	Distribution of Rank Order Responses for Task Area III (Student Activities) Transitional Community College District	208
4	Distribution of Rank Order Responses for Task Area IV (Guidance and Counseling) Transitional Community College District	209
5	Distribution of Rank Order Responses for Task Area V (Administration) Transitional Community College District.	210
6	Distribution of Rank Order Responses for Task Areas (I-V) Transitional Community College District.	211
7	Summary of Rank Order Responses for Task Areas I-V (Twenty-Five Items) Transitional Community College District	212
8	Summary of Respondents' Perceptions of Their Participation in Decision-Making (Twenty-Five Items) Transitional Community College District.	213

LIST OF TABLES (Continued)

Table		Page
9	Distribution of Rank Order Responses for Task Area I (Admissions, Registration, and Records) Metropolitan Community College District.	215
10	Distribution of Rank Order Responses for Task Area II (Placement and Financial Aid) Metropolitan Community College District.	216
11	Distribution of Rank Order Responses for Task Area III (Student Activities) Metropolitan Community College District . . .	217
12	Distribution of Rank Order Responses for Task Area IV (Guidance and Counseling) Metropolitan Community College District . . .	218
13	Distribution of Rank Order Responses for Task Area V (Administration) Metropolitan Community College District.	219
14	Distribution of Rank Order Responses for Task Areas (I-V) Metropolitan Community College District.	220
15	Summary of Rank Order Responses for Task Areas I-V (Twenty-Five Items) Metropolitan Community College District.	221
16	Summary of Respondents' Perceptions of Their Participation in Decision-Making (Twenty-Five Items) Metropolitan Community College District.	222
17	Distribution of Rank Order Responses for Task Area I (Admissions, Registration and Records) Riverside Community College District.	224
18	Distribution of Rank Order Responses for Task Area II (Placement and Financial Aid) Riverside Community College District.	225

LIST OF TABLES (Continued)

Table		Page
19	Distribution of Rank Order Responses for Task Area III (Student Activities) Riverside Community College District.	226
20	Distribution of Rank Order Responses for Task Area IV (Guidance and Counseling) Riverside Community College District.	227
21	Distribution of Rank Order Responses for Task Area V (Administration) Riverside Community College District.	228
22	Distribution of Rank Order Responses for Task Areas (I-V) Riverside Community College District.	229
23	Summary of Rank Order Responses for Task Areas I-V (Twenty-Five Items) Riverside Community College District.	230
24	Summary of Respondents' Perceptions of Their Participation in Decision-Making (Twenty-Five Items) Riverside Community College District.	231

LIST OF FIGURES

Figure		Page
1	Table of Organization for Transitional Community College District.	42
2	Table of Organization for Metropolitan Community College District.	81
3	Table of Organization for Riverside Community College District.	119

Abstract of Dissertation Presented to the Graduate Council of the University of Florida in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

AN INVESTIGATION OF THE LOCUS OF FORMAL DECISION-MAKING FOR STUDENT PERSONNEL SERVICES IN SELECTED MULTI-UNIT COMMUNITY COLLEGE DISTRICTS

By

John W. McCluskey

August, 1972

Chairman: James L. Wattenbarger
Major Department: Educational Administration

The purpose of the study was to investigate the locus of formal decision-making in regard to specific tasks of student personnel services in selected multi-unit community college districts. The study addressed itself to two specific questions: (1) What are the procedures that exist for making decisions in the student personnel area in multi-unit community college districts? (2) What role incumbents make decisions concerning specific tasks in the student personnel area in multi-unit community college districts? The data relating to these two questions formed a basis for developing generalizations relative to evolving practices for decision-making in student personnel services in these districts.

For purposes of identifying a population for possible inclusion in the study, a set of criteria was developed and

three districts were selected from this population based on their willingness to participate in the study and their pattern of statewide governance.

Four data collection techniques were utilized in the study. These techniques included two instruments (the Modified Decision Point Analysis Instrument and a structured interview guide) a review of documents and records, and general observations. Field visits were conducted in each district (lasting approximately one week each) during which time selected role incumbents were interviewed, completed Modified Decision Point Analysis Instruments were collected, documents were reviewed, and general observations were recorded.

Examination of documents and records, structured interviews, and general observations provided identification of established procedures for decision-making in each of the three districts. For purposes of data analysis each district was first described relative to the formal mechanisms having responsibility for decision-making. Data, collected through structured interviews, were next presented to further identify stated and perceived procedures for decision-making in each district. These data, in addition to procedures identified by general observations, were presented in narrative form for each of the three districts.

To identify role incumbents primarily responsible for making decisions and those role incumbents who participate in decision-making, responses to the Modified Decision Point Analysis Instrument were analyzed in terms of the frequency of primary and participatory rank order responses received by specific role incumbents in each district.

A final analysis of the data for each district included a comparison of the degree of congruence, consensus, and knowledge of decision-making patterns and procedures by respondents within each district.

The generalizations developed as a result of the study included the following:

1. The administrative and organizational structure utilized in each district had an influence on the procedures for decision-making in student personnel services, but role incumbents had substantially greater influence than administrative structure on procedures for decision-making.

2. District-wide and campus committees for decision-making in student services were found in each of the districts studied. These committees were not, in the perception of the respondents, significantly involved in the decision-making process.

3. Regardless of the administrative structure utilized in the districts studied, the Campus Administrators for

Student Services generally were primary decision-makers for all major task areas of student services.

4. Administrators for Student Activities generally were not the primary decision-makers for the area for which, by title, they held primary responsibility.

5. In each of the districts studied, Counselors, as a group, generally had a lack of knowledge and degree of confusion relative to decision-making patterns and procedures.

The data indicated decisions were made in these districts utilizing three different patterns and further study was suggested to determine if there are any data which would support a contention that any one of these patterns is more effective than another. It was also recommended that additional study be conducted relative to the need for leadership and coordination through a District Administrator for Student Services in multi-unit districts.

CHAPTER I

INTRODUCTION

The rapid growth of community colleges has been cited as the most recent structural development in higher education in the United States (7:3). In 1971 there were over two million students in community junior colleges. It was predicted this number would double by 1980 (45:158). Included in this growth pattern was the increase in the number of multi-unit districts. Block reported identifying ten multi-unit districts in 1964 and forty in 1968 (4:23). The 1970 Directory of the American Association of Junior Colleges reported that statistics indicated an expected growth in the number of multi-unit systems during the decade of the seventies (2:7). In 1971 approximately sixty multi-unit systems were identified which represented an average increase of approximately six new multi-unit systems each year between 1964 and 1971. Kintzer, Jensen, and Hansen in a summary statement indicated that

> It is not a question, then, of whether the multi-institution district should be, but of what kind of administrative structure enables its personnel to use the district's resources most effectively (28:34).

The problems of administrative structure for multi-unit systems have been discussed by several authors, who expressed concern over the centralization and decentralization of services. Jones identified one of these problems as follows:

> Providing for educational and supportive services in the most efficient and economical manner without, at the same time, jeopardizing the growth of individual campuses is one of the more perplexing problems in multi-unit operations (24:51).

In describing the organization of Miami-Dade's multi-campus operation, Masiko made the following remarks:

> The placement of the vice-president for student affairs in the central administration may raise some questions about his role in a multi-campus set-up. It has at Miami-Dade Junior College and we have not as yet settled all the issues (34:26).

Supportive services, such as student personnel services, have become acute problem areas due to decentralization of multi-unit systems.

Several authors have advocated the utilization of decision-making theory as a way of investigating administrative structure. McCammy placed decision-making at the center of the process of administration and felt any discussion of administration would be more systematic if a framework for the analysis of decision-making were accepted (35:41). Griffiths included in his theory of administration

as decision-making the following: "The specific function of administration is to develop and regulate the decision-making process in the most effective manner possible" (20:73). Simon (44) has also focused on the decision process and emphasized the boundary between rational and non-rational aspects of behavior.

The growth of multi-unit community college districts is rapid and all signs point to continued growth. Many questions have been asked concerning the organization and administration of such systems, particularly in reference to supportive services such as student personnel services. The ultimate objective of this investigation was to provide some insight into the general question of decision-making in decentralized institutions relative to student personnel practices.

The Problem

Statement of the Problem

The problem of the study was to investigate the locus of formal decision-making in regard to specific tasks of student personnel in selected multi-unit community college districts. Answers were sought to the following questions:

1. What are the procedures that exist for making decisions in the student personnel area in multi-unit community college districts?

2. What role incumbents make decisions concerning specific tasks in the student personnel area in multi-unit community college districts?

The data relating to these two questions formed a basis for developing generalizations relative to evolving practices for decision-making in student personnel services in these districts.

Delimitations

The following confinements were observed in the conduct of the investigation:

1. The investigation of the locus of decision-making, as practiced in 1971-1972, was limited to three multi-unit community college districts.

2. The data collected were confined to an examination of documents and records, general observations, and to responses of the following role incumbents to the Modified Decision Point Analysis Instrument and a structured personal interview:

 A. Chief administrator for the district (or his designated representative),

 B. Chief administrator for student personnel services for the district,

 C. Chief campus administrator for student personnel services (one from each campus),

 D. Chief campus administrator (one from each campus),

 E. Seven to nine counselors from each district randomly selected and representative of the number of campuses.

3. The investigation of the locus of decision-making

was confined to the formal arrangements for decision-making of each district.

4. The investigation was confined to the locus of decision-making as related to the following task areas of student personnel services:

 A. Admissions, Registration and Records,

 B. Placement and Financial Aids,

 C. Student Activities,

 D. Guidance and Counseling,

 E. Administration.

Limitations

1. The investigation was subject to the limitations of its ex post facto character, namely,

 A. The inability to manipulate independent variables,

 B. The lack of power to randomize,

 C. The risk of improper interpretation (26:371).

2. The conclusions drawn were restricted to the three districts studied and any generalizations to multi-unit districts in general is purely speculative.

3. The identity of individuals and districts must remain confidential in terms of practices that exist. Therefore, one may consider it a weakness in that he does not have a basis for understanding the culture of the districts studied.

4. The importance of the relationship between the formal and informal decision-making process has been examined by Kimbrough (27). While aware of this relationship, the study was confined to formal arrangements for decision-making.

Justification for the Study

The literature demonstrates a need for the continued study of community college administration and organization. The rapid growth of multi-unit districts, and the accompanying problems of decentralization, provide fertile ground for such study. This study, focusing on the locus of decision-making in specific task areas of student personnel services, is a step in the direction of providing descriptive comments and observations of this area.

Several factors point to the continued growth of community colleges and a corresponding increase in the number of multi-unit districts. Erickson listed five reasons for the growth of community colleges in urban areas. These five reasons were: urbanization, selective migration, increasing college age population, changing technology, and increasing acceptance and understanding of the role of the community college (14:18).

With the growth of the community college in urban areas, the multi-unit structure follows as a natural pattern of organization. Several reasons exist for this pattern: 1) high cost of land for sites, 2) lack of space for expansion, 3) need to serve all students in a district, 4) desire to maintain small personalized/humanistic units, and 5) a need to equalize opportunities for post-secondary education

within the district.

The trend to multi-unit systems is not without problems. These problems are not necessarily unique in the sense that only multi-unit systems experience them; however, they become multi-problems in these cases. Rushing pointed to two of these problems as follows: 1) how much autonomy will each campus have, and 2) how much central control can be exercised for efficiency and still allow freedom of operation within the educational program (42:14). In addition, Rushing stated that the first major management problem in his own multi-unit district centered on the location of the chief authority for instruction and student services.

Block made the following comments in summarizing a group consultation session on the problems of the multi-campus junior college district:

> Clarity of administrative functions is essential as an urban district grows more complex. Clear lines of organizational authority are needed.
>
> Don't be misled by terms, like "autonomy." There must be a compromise between central and campus authority.
>
> We are going to have more and more multi-campus operations, and they will require strong, central supportive services (3:3).

Ramstad, after visiting ten multi-unit districts in California, concluded, "the operation of a multi-campus

district would be a fruitful area for research, for further visitation, and for university-based seminars, workshops, and conferences" (40:30). Morrissey, in describing leadership for multi-unit systems, identified the primary task of leadership as that of making certain the goals of the system formed the base point for decision-making at every level in the unit (36:42). Richardson felt coordination would be minimized in organizations that maximize problem-solving capabilities due to the reduced level of authority induced by the diffusion of the decision-making process (41:19).

Hall and LaVire have been concerned about administrative responsibilities and tasks. Hall stated, "Those in the community college field must work to clear up titles, cause administrative responsibilities to be more logically, clearly, and accurately defined, and initiate action for their communities to re-examine the form of control and organization presently in effect in terms of the task" (22:346). LaVire recommended a "what is"-"what ought to be" analysis of public junior college administration (30:129).

Decentralization of community colleges, in terms of multi-campus organization, has created a need for study and investigation. Jones (24), Masiko (34), and Rushing (42) have identified supportive services, such as student personnel services, as being central to the problem areas of

decentralization. Since one must look at a problem by starting at some small point, student personnel services seemed a logical one to attack and it may give some clue as to what may be present in other areas.

Definition of Terms

Decision-Making - The series of procedures, actions, and interactions through which questions or issues are resolved or disposed.

Head Count - The total number of students enrolled at a specific time regardless of the number of credit hours carried by each student.

Locus - The role incumbent (position) that has the effective responsibility for the decision-making process in specific task areas of student personnel services.

Multi-Campus - A community college organizational pattern utilizing the following: one district, a single college, two or more campuses, where a central administration directs many of the internal operations of the supporting campus administration.

Multi-Unit - A general term describing a district operating two or more community college sites under one governing board.

Specific Task - A subdivision of a task area and essential

to the achievement of objectives and to the continued, on-going operation of the student personnel function, such as: 1) evaluating transcripts of previous course work, 2) arranging for staff to serve on faculty committees, 3) preparing budgetary requests.

Student Personnel Services - Those supportive services in the community college designed to assist students in meeting their needs relative to their personal, academic, and vocational objectives and goals. (In many institutions these same services are referred to as follows: student personnel, student affairs, personnel services, student services.)

Task Area - A major operational area within the total scope of the student personnel function, such as: 1) admissions, registration and records, 2) placement and financial aid, 3) student activities, 4) guidance and counseling, 5) administration.

Review of Related Literature

The review of related literature for the study is presented in three sections. In the first section a review is presented of the research and literature pertaining to multi-unit community college districts. In the second section a review of the literature which provides an overview

of decision-making theory is presented. In the third section a review is presented of the literature pertaining to task areas and specific tasks of the student personnel function.

The present study had as its focus multi-unit community college districts, therefore materials relating to elementary and secondary education are not included. However, a similar body of knowledge concerned with decentralization and administrative control does exist in the areas of elementary and secondary education. Among the authors who have described the problems of these related areas of education are Cunningham and Pellegrin. Cunningham (11) focused on the problems and issues of urban school districts, while Pellegrin (37, 38) focused on decision-making and organizational characteristics of multi-unit elementary schools.

Review of Research and Literature on Multi-Unit Districts

To date six studies have been located that examine the question of multi-unit districts. In 1964, Jensen (23) completed case studies of ten multi-unit districts in six states. He used interviews, documents and records, and district histories to: 1) identify the rationale for multi-unit systems, 2) identify administrative structure in each case, and 3) identify differences between cases in terms of central administration and individual campus organization. Jensen

divided the ten multi-unit districts into three distinct groups, multi-college, multi-branch (campus), and multi-program. He found a trend toward the multi-college plan with individual campus administrators, faculty, and students in favor of the resulting increased autonomy. Unanimous agreement was found in all cases that business affairs should be a district-level operation.

Bogart (5) conducted a case study of the establishment and development of the Tarrant County Junior College District and also drew up a set of guidelines for the development of multi-unit junior colleges. He traced the development from planning stage to actual operation of the district. Minor differences between single and multi-unit districts were noted in the suggested guidelines.

Kintzer, Jensen, and Hansen (28) conducted an extensive survey of multi-unit systems in which they 1) studied the administrative structure of twenty-one multi-unit districts, 2) collected opinions from chief executives of forty-five multi-unit districts and seventy-five chief administrators of institutions on which responsibilities should be institutional and which should be reserved for central administration, 3) visited and developed case studies of five multi-unit districts. The major findings of the survey in terms of current and projected organization included the following:

> In the newest and fastest growing trend, the chief administrator of a multi-institutional junior college district is titled "chancellor."
>
> At the central office, other titles were usually, "vice-chancellor," "vice president," or "director." The title "director" far outnumbered all others.
>
> Twenty-two districts reported on their central office staffs. Six of the staffs varied widely in number from three (four districts) to twenty-one (one district).
>
> On the individual campuses or centers was found a spread from five administrators to twenty-two. Although this will appear highly unusual, the campus with five and the one with twenty-two both had about 3,500 day students.
>
> No district reported having any fixed internal geographic boundaries for any of its component colleges or campuses.
>
> Central offices are off the campuses (or plans are well underway for their removal) in all districts subscribing to the multi-college philosophy (28:49).

The authors concluded there was no best plan or pattern of organization for multi-unit systems and that each district should develop its own pattern. However, guidelines were offered for organization at both central and institution levels.

Ramstad (40) visited ten multi-unit districts in California to gather information on the practices and problems of developing a second campus. Interviews, following a predetermined outline, were conducted with administrators in

each of the ten districts. These interactions were tabulated under five headings for discussion; planning, construction, operation, coordination, and central administration. Planning tended to follow a general pattern in all ten districts with a consistent structure of administrative and faculty types involved. Construction varied in each district with five patterns emerging as far as temporary versus permanent and total versus partial considerations. Staffing followed a general pattern in each district with the president appointed eighteen months in advance, deans twelve months, division chairmen eight and faculty six. In the area of instructional programs the special higher cost programs usually were not duplicated. Open enrollment was followed in nine of the ten districts and all districts followed a district-wide plan of uniformity in numbering of courses. In eight districts central administration was located off-campus or space was being secured for its location off-campus. All ten districts had the chief administrator's functions, business offices, and facilities planning housed in central administration. Variations were reported between districts in terms of other functions to be housed centrally.

Calvin (6) compared freshmen students in a selected multi-campus district in terms of attitudes, activities,

vocational and educational plans. He concluded that there were numerous differences with respect to these factors among the colleges in a multi-campus junior college district.

White (46) examined individual and environmental factors associated with patterns of persistence, transfer, and voluntary nonpersistence for freshmen at a multi-campus community college. He used demographic data and perceptions of campus environment to study the interaction between student and campus. Fifteen factors were identified which were related to persistence at greater than the .10 level of significance. Campus attended and overall perception of campus environment were associated with persistence at less than the .10 level of significance.

The six preceding studies represent the extent of located research on multi-unit community college operations. Several authors, based on personal opinion and experience, have identified the rationale behind and problems inherent in the trend toward multi-unit operation.

Among the authors stating rationale for multi-unit development were Erickson (14), Block (4), Rushing (42), and Jones (24). Each of these individuals presented a slightly different list, but generally they included the following reasons for a district going multi-unit:

1. Urban growth and sprawling suburban developments,

2. Lack of space on original campus for expansion,

3. Planned multi-unit districts,

4. Retention of small size for each unit in the district,

5. Increased availability of educational opportunities within a district,

6. Consideration of efficiency and economy in operation.

Alt (1) and Fretwell (19) suggested increased specialization of programs as an additional reason for multi-unit districts. Alt also presented information on the relationship between the number of full-time students on a campus and the number of courses offered. By his reasoning two smaller units would result in greater course selection for students in terms of numbers of courses, as compared to a single institution serving an equal number of students.

Cohen (8), in reviewing the planning of Miami-Dade Junior College, introduced a somewhat unusual or "dated" reason for multi-unit districts. He reported that Miami-Dade was developed originally as a single college, two-campus institution to avoid problems of integration. He did make clear Miami-Dade's original intent was also to integrate these campuses within the first three years of operation. Certain legal, social, and political pressures were involved in this situation.

Marsee (33) offered the lone voice of dissent in relation to multi-unit districts. His basic point was that smallness did not equal excellence and that largeness did not equal mediocrity. This concern has a direct relationship with one of the reasons usually given for multi-unit districts, namely, the desire to retain small units within the district.

The problems of multi-unit districts have been enumerated by Lombardi (31), Rushing (42), Block (4), Jones (24), and Erickson (14). As with rationale each author has developed his own listing; however, the elements common to all lists of problems were:

1. Patterns and organization of administrative structure,
2. Communication within each unit and throughout the system,
3. Faculty organization, representation, and assignment,
4. Degree of autonomy for each unit,
5. Uniformity of curriculum and instruction between units,
6. Functions best housed at central or district level,
7. Size of each unit in terms of facilities and students,
8. Budget allocations and fiscal matters between units,
9. Community "image" of each unit.

Coultas (10) cited one additional problem which he called "self-segregation." This pattern was reported to occur under conditions of open enrollment within a district. Free to choose any unit within a district, particular ethnic groups located at a single unit rather than spreading out over the district. One solution or suggestion for changing this pattern has been allotment or assignment of certain curriculums to specific units, thus forcing students into separate units.

Sammartino, writing primarily about multiple campuses in the university setting, identified the four major problems in the administration of multi-unit systems as

1. Communication difficulties due to geographical distance,
2. Administrative coordination and leadership,
3. Uniformity of academic standards and offerings,
4. Faculty recruitment and scheduling (43:50).

The administrative structure and organization of multi-unit systems has taken many forms with a range from completely centralized authority to completely decentralized authority in the various systems. Jones (24) developed four models and arranged these models on a continuum to describe the various patterns possible. His models were the: 1) one college, branch centers; 2) one college, multi-campus; 3)

multi-campus, district, and 4) multi-college, district. Moving from model one to model four greater institutional autonomy and more decentralized authority were identified. He also pointed out the existence of overlap between all four models.

Block, Mills, and Morrissey have written on the administrative structure in multi-college systems. Each has described a different geographical location and system. Block (4), in describing the multi-college operation of New York City, listed the individual college functions, shared functions, and central district office functions. It was evident from the lists that the central administration had a coordinating function. Block also pointed out there was no standard pattern which would work for all systems.

Morrissey (36) presented an argument for each unit in a multi-unit system being called a college. The idea of a separate institution being labeled "branch" was unacceptable to Morrissey. Organization under his plan demanded the "free association of professionals" in which each college president in the system was a member of a committee of presidents. The individual college was a unit in itself and district-wide policy was a result of committee interaction.

Masiko (34) and Rushing (42) described the operation of

their respective systems in terms of multi-campus concepts. There were striking similarities between the two in the areas of centralization, communications, management information centers, and reliance on computerization. The most striking difference was size, with Miami-Dade having over 30,000 students and Tarrant County having approximately 15,000 students.

Kintzer (29) reviewed the problems of institutional organization and administrative control for multi-unit districts. He stated that the multi-educational systems were experiencing conflict internally. This conflict was identified as being associated with autonomy for individual units, decentralization of authority, and communication. A pattern was suggested for decentralizing the decision-making process in multi-unit districts, but caution was urged relative to its applicability for all districts. The administrative style of the chief executive was cited as a critical factor for any district.

No material was located to describe in detail the administrative structure of multi-unit operation on the multi-branch or multi-program level. In summary, the six studies cited and articles reviewed would indicate the following:

1. Four types of multi-unit systems exist: multi-college, multi-campus, multi-branch, and multi-program.

2. A philosophical basis or rationale exists for the establishment of multi-unit districts.

3. Multi-unit districts have specific problem areas.

4. Patterns of organization have been developed for multi-unit districts, but, as yet, no "ideal" exists.

Review of Decision-Making Theory

Etzioni viewed the study of organizational decision-making as an important, but relatively new and less developed addition to organizational analysis (15:29). He felt the theories of decision-making were non-organizational and dealt mainly with individuals. Simon felt that

> Although any practical activity involves both "deciding" and "doing" it has not commonly been recognized that a theory of administration should be concerned with the process of decision as well as with the process of action. This neglect perhaps stems from the notion that decision-making is confined to the formulation of over-all policy (44:1).

March and Simon moved away from the classical view of decision-making when they stated the following proposition:

> Most human decision-making, whether individual or organizational, is concerned with the discovery and selection of satisfactory alternatives; only in exceptional cases is it concerned with the discovery and selection of optimal alternatives (32:141).

Griffiths developed a theory of administration based on decision-making and felt the key to an organization's structure was an understanding of the decision-making process in that organization (20:80). Dale (13) developed four suggestions for looking at the degree of decentralization of an institution based on an analysis of decision-making.

Cyert and March have suggested the use of digital computers for investigations in the area of decision-making. They felt the evidence leads to the view that any decision can be successfully subjected to scientific analysis (12:310). Kassouf shared their perception and described "Normative Theory" as a way of conceptualizing the decision-making process. He stated that

> By a normative theory we mean a theory that prescribes how decisions should be made, given goals and values. By rational behavior we mean behavior that is logically consistent (25:3).

Research in decision-making theory has been marked by the following:

> From 1956 through 1962 an average of only one dissertation a year was written using decision-making as a basis. However, an average of six per year were completed from 1963 through 1966. The same pattern is apparent in projects funded by the U. S. Office of Education extramural research program (21:19).

Eye and others (16) selected decision-making as the focus of a study on agreement between school administrators and teachers concerning the location of responsibilities for administrative decisions. To determine who made a decision, who participated in that decision, and the extent of participation, The Decision Point Analysis Instrument was developed. The instrument, as used in the study by Eye, included the following:

> The final instrument consisted of 25 decision items related to, and divided equally among, the functional administrative areas of pupil personnel, staff personnel, curriculum, business management, and school-community relations. It contained, also, the titles of ten positions, namely, business manager, principal, vice-principal, department head, special subject supervisor, superintendent, director of instruction, guidance coordinator, board of education, and teacher (16:24).

For each of the twenty-five decision items the respondents were asked the following: "A. Who makes this decision?, B. What other persons participate in making this decision?, C. What is the nature of your participation in making this decision?" (16:24). The Decision Point Analysis Instrument included an introductory page, a background data page, and twenty-five decision items typed on separate tabs stapled to a backing sheet with general directions. Utilizing a three- to five-minute presentation of

introduction and explanation, the researchers asked each respondent to proceed through the twenty-five items as rapidly as possible not omitting any decision items (16:29).

Fogarty and Gregg used the Decision Point Analysis Instrument to examine the relationship between the degree of centralization of decision-making in organizations and the personal characteristics of executives. They included in their implications the following:

> Further research on the advisability of relying on the perceptions of professional staff members regarding the loci of decision-points in school systems should be undertaken. It can be argued that perceptions of the individuals inhabiting an institution should be as accurate and as free of bias as any other method of obtaining information concerning the way the institution operates. This argument can be tested empirically to determine if the perceptual approach yields results comparable to those obtained, for example, by means of direct observation by personnel from outside the institution (18:70).

A modification of the Decision Point Analysis Instrument was used in the present investigation. The basic format and style of the original instrument was followed. However, because of the present investigation's emphasis on the locus of decision-making in multi-unit community college districts, with special reference to student personnel services, the following modifications were necessary:

1. The ten positions used as loci of decision points in the original instrument were modified to include positions common to the selected multi-unit community college districts.

2. The original functional administrative areas from which decision items were selected were modified to include the five task areas of student personnel services identified for the present investigation.

3. The twenty-five decision items in the original instrument were replaced by twenty-five items representing specific tasks for each student personnel services task area identified.

Review of Literature of Task Areas of Student Personnel

Raines, in reviewing a report of a two year study of junior college student personnel programs, identified five basic units or task areas:

1. Admissions, registration and records,

2. Placement and financial aids,

3. Student activities,

4. Guidance and counseling,

5. Central administrative unit (39:7).

A sixth unit or area was mentioned (special services) as sometimes being required. This unit was described as being a part of one or more of the first five until sufficient size required its individual establishment. Within each task area Raines identified assigned functions and provided illustrations of related or specific tasks.

Collins (9) developed a "reader's version" of the long technical report of the Committee on Appraisal and Development of Junior College Student Personnel Programs. From a list of thirty-five functions, twenty-one basic functions of student personnel programs were developed and then classified into seven categories: orientation, appraisal, consultation, regulation, participation, service, and organization. From a tabulation of responses by 123 chief personnel administrators in the sample the data showed

> ...that large and small colleges show high agreement with the experts on the basic personnel functions to be performed but report all too frequently that these functions are not considered the administrative responsibility of the student personnel staff (9:19).

Fawcett and Campbell (17) identified the basic areas of junior college student personnel work as: admissions and registration, guidance and counseling, student activities, discipline, financial aid and placement. They also reported finding no uniform method of organizing and administering the various student personnel services in the junior college.

In summary, the task areas of student personnel programs have been identified by several authors and specific functions or tasks within each area have been outlined. For purposes of this investigation the following five task areas of student personnel services were selected to provide a

focus for the Modified Decision Point Analysis Instrument and interview technique:

1. Admissions, Registration, and Records,
2. Placement and Financial Aid,
3. Student Activities,
4. Guidance and Counseling,
5. Administration.

Procedures

The procedures for the investigation are presented in three sections. In the first section the participating institutions are described as to ranges in size and age. In the second section the data collection techniques are described in terms of their development and use. In the third section procedures for data analysis are described.

Participating Institutions

The following criteria were utilized to identify a population for possible inclusion in the investigation:

1. The districts selected would be multi-unit community college districts and have at least two, but less than four, campuses.
2. Only one institution or district would be selected from a single state.
3. The institution or district founding date would be prior to 1967.

4. The date of initial multi-campus enrollment would be prior to 1970.

5. A single campus enrollment, in the fall of 1970, would not be less than 3,200 "head count."

6. The total district enrollment, in the fall of 1970, would be greater than 9,500 "head count."

7. The districts selected would have a projected "head count" in the 1980's of at least 15,000 students.

Eight districts were identified (using the 1971 Junior College Directory) which met the criteria outlined above. Three districts were selected from the original population of eight. These three were selected on the basis of their willingness to participate in the investigation and their pattern of statewide governance. The three institutions participating in the study were:

A. Transitional Community College District, which represented a state having local governing boards with coordination provided through a division of the State Department of Education,

B. Metropolitan Community College District, which represented a state having local governing boards with state influence on district direction relatively limited,

C. Riverside Community College District, which represented a state where a state board had the responsibility for district operation and governance.

The institutions selected provided the following ranges in physical characteristics:

	Characteristic	Range
1.	Number of Campuses	2 - 3
2.	Year of Initial Enrollment	1963 - 1967
3.	Year of Initial Multi-Unit Operation	1963 - 1969
4.	1970 "Head Count" (Single Campus)	3,423 - 6,905
5.	1970 "Head Count" (All Campuses)	9,779 - 18,696
6.	Projected "Head Count" (All Campuses 1980's)	15,000 - 23,000

Data Collection Techniques and Their Use

Four data collection techniques were utilized in the study. These techniques included two instruments (The Modified Decision Point Analysis Instrument and a structured interview guide), a review of documents and records, and general observations.

Two weeks prior to field visits to the participating institutions the following role incumbents received, by mail, copies of the Modified Decision Point Analysis Instrument (Appendix A) and a cover letter with instructions for completing the instrument:

A. Chief administrator for the district (or his designated representative),

B. Chief administrator for student personnel services for the district,

C. Chief campus administrator for student personnel services (one from each campus),

D. Chief campus administrator (one from each campus),

E. Seven to nine counselors from each district, randomly selected and representative of the number of campuses.

The cover letter stressed the importance of completing the instrument prior to the investigator's arrival and also the necessity for confidentiality of responses to the instrument. One week prior to the visits a follow-up letter was mailed to insure the respondents had received and completed the instruments as requested. The completed instruments were collected by the investigator prior to his departure from each district and, in the case of role incumbents interviewed, prior to each interview.

During the field visits for each district interviews were conducted with the role incumbents listed as A, B, C, and D above. A structured interview guide (Appendix B) was utilized for purposes of focusing on specific points during the interview. The counselors who completed copies of the instrument were interviewed informally during each visit relative to their responses to the instrument and the study.

The Modified Decision Point Analysis Instrument in this study followed the basic format of the instrument used by Eye (16). Modifications were primarily in the areas of positions and decision items included. Decision items for this study were drawn originally from student personnel tasks

identified by Raines (39) and Collins (9). A pilot system was selected and decision items were refined by having all student personnel services staff respond to the original items. A series of follow-up interviews were used only for instrument refinement purposes. The positions (titles) used in the Modified Instrument represent community college positions similar to those identified by Eye (16) in secondary schools.

The Modified Instrument consisted of three parts, a cover page, background data sheet, and a backing sheet. The cover page included an introduction to the study and general directions for the completion of the instrument. The background data sheet included an identification box for a code number. The code number was inserted prior to the administration of the instrument and corresponding code numbers were placed on the back of each decision item tab to provide identification of the respondent with his personal background data. (For purposes of data analysis it was necessary to separate decision item tabs from the background data sheets.) All respondents were informed of the existence and purpose of the code numbers prior to the administration of the instrument.

The backing sheet for the instrument included the following:

1. General directions to the respondents were typed across the upper portion.

2. At the left of the sheet were the titles of ten positions, randomly ordered, which were common to the districts being investigated. (Due to variation in titles between districts the proper identification for each district was included prior to mailing and administration.)

3. Equal distance from the sides of the backing sheet were twenty-six decision items representing twenty-five specific tasks from five task areas of student personnel services, randomly ordered, plus one sample decision item. The twenty-six decision items were typed near the top of a separate 2 1/2 by 8 3/8 tab. The twenty-six items were stapled to each other and the backing sheet. To provide alignment between positions and response columns the decision item tabs were designed to be folded over the top of the backing sheet, exposing the following decision item beneath it.

4. At the right of the sheet were the questions which gave the respondent an opportunity to identify who was primarily responsible for making the decision (for each decision item), what other persons were involved in the decision, and the nature of his own participation in the decision.

The structured interview guide used in this study focused on five task areas of student personnel services: 1) admissions, registration and records, 2) placement and financial aid, 3) student activities, 4) guidance and counseling, 5) administration. The questions included in the guide were designed to elicit additional perceptions of the decision-making patterns of the district. The guide was not rigidly followed, but served to insure that certain points were

covered in each interview. The format and questions included in the interview guide were refined in the pilot system used above.

During the field visits for each district documents and records (e.g., policy manuals, faculty handbooks, appropriate committee reports, and organizational charts) were examined and analyzed to obtain additional understanding of established procedures for decision-making.

In addition to the documents and records examined, general observations were recorded by the investigator for each district. These observations were recorded while attending committee meetings, during informal interaction with professional staff and students, and while traveling within each district. These observations focused on decision-making activities relative to interpersonal relationships, role incumbents, and knowledge of decision-making by respondents.

In summary, the data collection techniques included the Modified Decision Point Analysis Instrument, structured interview guide, documents, and general observation by the investigator. A review of student personnel literature provided the identification of specific tasks and five task areas of student personnel services.

Data Analysis

Examination of documents and records, structured interviews with selected role incumbents, and general observations provided identification of established procedures for decision-making in each of the three districts. For purposes of data analysis each district was first described relative to the formal mechanisms (e.g., Committees, Councils, Cabinets) identified by documents and records as having formal responsibility for decision-making. Data, collected through structured interviews, were next presented to further identify stated and perceived procedures for decision-making in each district. These data, in addition to procedures identified by general observations, were presented in narrative form for each of the three districts.

To identify role incumbents primarily responsible for making decisions and those role incumbents who participate in decision-making, responses to the Modified Decision Point Analysis Instrument were analyzed in terms of the frequency of primary and participatory rank order responses received by specific role incumbents in each district.

The data were graphically displayed in frequency distributions. These distributions reflect the number of times a particular role incumbent was selected as either primarily responsible for making a decision or as having participated

in making a decision. In addition, data were reported which identify the respondent's perception of his own involvement in decision-making.

For purposes of analysis and reporting the twenty-five decision items (each item representing a specific task in student services) were grouped according to the original five task areas identified for the study. The five task areas were first reported individually in tabular form and then combined in a single table to reflect the total response pattern for the twenty-five items.

A final analysis of the data for each district included a comparison of the degree of congruence, consensus, and knowledge of decision-making patterns and procedures by respondents within each district. This analysis was accomplished through a comparison of the stated and perceived decision-making patterns in each district.

Organization of the Remainder of the Study

The three districts studied are treated separately in Chapters II, III, and IV. Each district is described relative to its community, history, organization, and pattern of governance. Established procedures for decision-making in each district are then identified and described. Next, responses to the Modified Decision Point Analysis Instrument

are graphically presented relative to frequency and pattern of selection by respondents for purposes of identifying role incumbents perceived as decision-makers. Interview data are discussed in a fourth section. General observations of decision-making patterns, recorded during field study in each district, are then discussed. A summation is provided for each of these chapters.

Commonalities and differences in decision-making patterns for the three districts are discussed in Chapter V. Organizational structure, committee involvement, and role incumbents identified as decision-makers form the basis for this discussion.

Chapter VI includes a summary of the study and generalizations and implications relative to the evolving locus of formal decision-making in multi-unit community college districts.

CHAPTER II

THE DECISION-MAKING PATTERN OF TRANSITIONAL COMMUNITY COLLEGE DISTRICT

This chapter is a description of the decision-making pattern of the first of three districts examined in this study. The district is described relative to its community, history and development, organizational structure, and pattern of governance. For purposes of identifying the pattern of decision-making for the district, established procedures for decision-making are examined first. Next, the role incumbents who make decisions and those who participate in decision-making are identified. Responses to structured interviews with selected role incumbents are then discussed. To complete the identification of decision-making patterns in the district general observations collected during the field study are summarized.

Environment

The Community

Transitional Community College District served a geographical area of 1,416 square miles and a population of

549,491 (1970 census). The district consisted of two major governmental units. One of these units was 98.0 percent urban and the other was 33.7 percent urban. The two units were approximately equal in geographical size. Both units experienced population growth during the 1960-1970 decade. These respective increases were 16.1 percent and 20.0 percent. The predominantly urban unit experienced an 84.1 percent rural decrease while the predominantly rural unit experienced a 37.9 percent rural increase. The respective population densities for the two units were 690.4 persons per square mile and 31.7 persons per square mile. At the time of the study all three campuses of Transitional Community College were located within the predominantly urban unit. Projections indicated continued population and economic growth for the total district, with the growth concentrated primarily in the urban unit.

History and Development

The district was authorized by the state legislature in 1963. The Chief District Administrator was appointed in 1965 and Transitional Community College admitted a charter class of 2,610 in August, 1966. Two locations were utilized during the first two years of operation. A third location was acquired in 1969 and the pattern for multi-unit operation

was firmly established. In the fall of 1970, permanent facilities were completed for one campus and a second permanent campus opened in the fall of 1971. The third campus continued to operate on its original temporary site. In addition to these campuses, numerous programs were offered in centers throughout the district. One of these centers was rather large and had an identifiable administrative structure, but functioned as an extension of one of the campuses.

When visited, the district planning for the future had three thrusts. Consideration was being given the development of a fourth campus as a part of an urban renewal project in the central business district of the urban governmental unit. Study was also being made of the feasibility of giving priority to the erection of permanent facilities on the present site of the existing third campus. An alternative to this action was the possible construction of a new suburban campus to replace the existing third campus. This new suburban campus would serve basically the same population area served in 1971 but would be located at a greater distance from the central city. Regardless of the priorities established, growth patterns and increasing demands for services on the district strongly suggested a fourth campus in the future.

Enrollment had increased rapidly since the initial enrollment of 2,610 in 1966. The district served over 29,000

students during 1970-1971. The credit enrollment during this period was over 9,500; however, the well-established non-credit courses and programs accounted for the largest percentage of enrollments. Exact figures were impossible to obtain relative to individual campus enrollments due to cross-campus registration by students. Admissions and records data indicated that credit registrations were balanced between the three campuses. Utilization of facilities and space available supported these estimates.

Pattern of Governance

Transitional Community College was part of a statewide system of public community colleges. Governance was through a District Board of Trustees, with the Chief District Administrator serving as executive officer and secretary to the board. The District Board operated under the State Board of Education and consisted of eight members. State law designated the district as a "body corporate" and assigned the District Board full responsibility for the governance and operation of the district. The role of the State Board of Education and its Division of Community Colleges was one of coordination and planning relative to the local districts in the state.

Organization

Transitional Community College District was a multi-unit district with an administrative structure including both campus and district administration. The internal organization of the district focused on four major divisions. These were: 1) Planning and Development, 2) Academic Services, 3) Student Services, and 4) Business Services. Central administration for the district included a District Administrator for each of the four major divisions, the Chief District Administrator, and the Executive Officer for the District. There were minor variations between campuses relative to administrative structure. However, each campus had a basic structure consisting of six administrative areas with the administrator responsible for each of the areas reporting to the Chief Campus Administrator. The basic internal organizational structure for district and campus administration is shown in Figure 1. Only one campus is shown in detail and the structure for student services is shown in detail at both the district and campus level.

Procedures for Decision-Making in Student Services

The district utilized four basic components in the district-wide decision-making process. These components

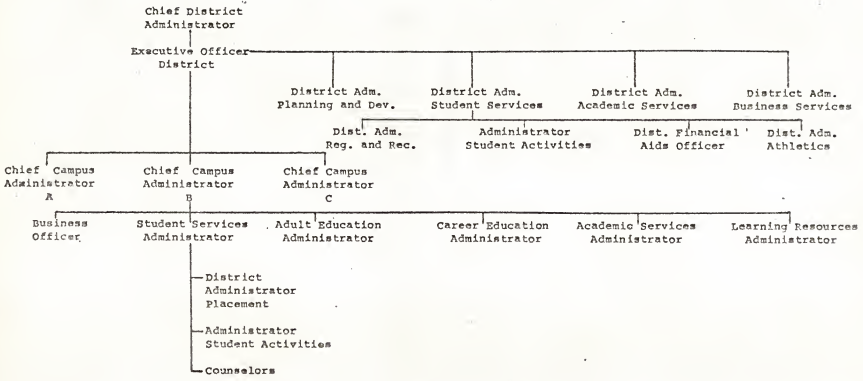


Figure 1. Table of Organization for Transitional Community College District

included the Administrative Cabinet, the Management Team, the district-wide committee structure, and various staff and departmental meetings. Each of these components is discussed below relative to its influence on decision-making in student services.

Administrative Cabinet

The Administrative Cabinet served as an advisory group to the Chief District Administrator. This group received inputs and recommendations from five major standing committees (Academic Services, Student Services, Business Services, Planning and Development, Staff and Program Development) and only acted upon policy changes and/or interpretation of existing policies. The Cabinet was identified as the overall governing body when district policy was involved and advised the Chief District Administrator of recommended changes and actions. Its membership included the Executive Officer of the District, the District Administrator for each of the four major divisions, the three Chief Campus Administrators, three instructors, and the President of the Student Government Association.

The Administrative Cabinet became involved in decision-making in student services when changes in district policy were recommended. These recommendations were the result of

proposals from the Student Services Committee, Chief Campus Administrators, District Administrator for Student Services, and the Campus Administrators for Student Services. Structured interviews with role incumbents indicated the Administrative Cabinet influenced decisions for student services on district-wide decisions primarily and tended not to be involved at the campus level for decision-making.

Management Team

While not directly involved in formal decision-making as a unit, the Management Team was important to student services as a result of its composition and history. The Management Team was composed of the district administrators for each of the four major divisions.

Four months prior to the present study these administrators were in a line relationship with campus administrators. In an attempt to clarify responsibility and relationships for decision-making, these four district level administrators were relieved of line authority and placed in staff positions reporting to the Executive Officer for the District. Their responsibilities were defined as planning and coordination for each of their respective areas with campus administrators having responsibility for implementation of programs and services for students. The initial

task undertaken by the Management Team was the development of a series of documents designed to establish lines of authority and responsibility for decision-making in specific areas such as personnel, student services, instruction, etc. The first of these documents was released during the field visit and established levels of decision-making for the development of policies, procedures, and allocations relative to certificated and non-certificated personnel.

Responses to structured interviews and interaction with respondents participating in the present study revealed general confusion and a lack of understanding of the role of the Management Team in general and specifically for student services.

Committee Structure

The district-wide committee structure had three purposes which were to 1) stimulate information flow, 2) create an environment for the exchange of ideas, and 3) function as advisory groups. There were five committees which served in an advisory role and had direct communication with the Chief District Administrator. These committees were the Equal Employment Opportunity Compliance Review Committee, the Faculty Affairs Council, the Faculty and Staff Appeals Committee, the Non-Instructional Affairs Council, and the

Student Appeals Committee. In addition to these committees there were four advisory committees (advisory to specific District Administrators) representing the major divisions and were the Academic Services, Student Services, Business Services, and Planning and Development Committees. An additional committee, the Staff and Program Development Committee, served as an advisory group for all areas of the college where staff and development funds were utilized. Task forces and additional committees were established to study particular areas or problems as the need occurred.

Membership on committees for certificated and non-certificated staff was defined and a matter of record. However, student membership and participation on committees were at the discretion of the administrator to whom the committee was responsible.

Responses to structured interview and interaction with respondents participating in the study revealed that committees, specifically those in the student services area, were advisory and in the perception of respondents did not play a major role in decision-making. One Campus Administrator for Student Services reported he 1) did not know who served on the Student Services Committee, 2) did not feel he could describe its purpose, and 3) thought it primarily dealt with the area of student activities.

Staff and Departmental Meetings

Procedures for responsibility and authority to conduct staff and faculty meetings were established, but the frequency and purpose of such meetings were at the discretion of the appropriate administrator. These meetings at both the district and campus level varied in their impact on the decision-making process for student services.

One of the Campus Administrators for Student Services interviewed indicated decisions at the campus level were influenced greatly by such meetings. The other two Campus Administrators for Student Services viewed these meetings as primarily sessions for distribution of information and did not see them as critical to the decision-making process.

Summary of Procedures

The procedures for decision-making in student services for the district included the use of committees. However, the decision-making pattern did not depend significantly on these committees. The only committee which recommended action in the student services division was the Student Services Committee and its primary concern was the area of student activities. Decisions relating to admissions and records, placement and financial aids, counseling, and administration were made outside the parameters of committee

action. The role of staff meetings in decision-making was also limited, although variations were observed between campuses. The Administrative Cabinet was involved in decision-making relative to student services when district policy was the issue or an interpretation of policy was involved. At the time of observation, the role of the Management Team in relation to student services was best described as confused and uncertain. Additional comments concerning the role of each of the basic components of the decision-making procedures for the district are included later in the chapter.

Decision-Making Patterns Identified by the Modified Decision Point Analysis Instrument

The Modified Decision Point Analysis Instrument, as described in Chapter I, was utilized to collected responses from fifteen individuals. This sample included eight persons selected on the basis of position occupied in the administrative structure and seven persons, generally described as counselors, selected randomly and representative of the three campuses in the district. All respondents received and completed the instrument in accord with the guidelines described in Chapter I. Respondents were positive in their attitudes toward participation in the study.

The data, generated by the Modified Decision Point Analysis Instrument, are graphically displayed in frequency distributions. These distributions reflect the number of times a particular role incumbent was selected as either primarily responsible for making a decision or as having participated in making a decision. In addition, data are reported which identify the respondent's perception of his own involvement in decision-making.

For purposes of analysis and reporting the twenty-five decision items (each item representing a specific task in student services) were grouped according to the original five task areas identified for the study. This procedure was followed for two reasons. 1) The items were originally identified by task area. 2) The resulting N for each task area provided meaningful percentages of responses for each role incumbent. The five task areas are first reported individually in Tables 1-5 (Appendix C) and then in Table 6 (Appendix C) all five task areas are combined to reflect the total response pattern for the twenty-five items.

Primary Decision-Makers

The respondents' selections of role incumbents primarily responsible for making decisions are identified by examination of the frequencies and percentages recorded as rank 1 in Tables 1-6.

For Task Area I (Admissions, Registration, and Records) the District Administrator for Registration and Records received 33 rank 1 responses (N = 73) or 45.2 percent of the total responses. The District Administrator for Student Services received 24 rank 1 responses or 32.9 percent for this same task area. No other role incumbent received a significant number of rank 1 responses for Task Area I, although the Campus Administrator for Student Services was identified by 9.6 percent of the responses as being primarily responsible for decision-making relative to admissions, registration, and records. Therefore, this area was identified as primarily a function of district level administration.

For Task Area II (Placement and Financial Aid) the District Financial Aids Officer received 30 rank 1 responses (N = 75) or 40.0 percent of the total responses. The District Administrator for Student Services received 24 rank 1 responses or 32.0 percent and the District Administrator for Placement received 16 rank 1 responses or 21.3 percent for Task Area II. No other role incumbent received a significant number of rank 1 responses for Task Area II; the next highest response was a low 2.7 percent. Therefore, this area was identified as primarily a function of district level administration and the District Administrator for

Student Services was identified as having a significant role in decision-making for Task Area II. This was true even though two other role incumbents had specific roles relative to this area (Placement and Financial Aids Administrators).

For Task Area III (Student Activities) the District Administrator for Student Services received 36 rank 1 responses (N = 72) or 50.0 percent of the total responses. The Campus Administrator for Student Services received 15 rank 1 responses or 20.8 percent and the Administrator for Student Activities received 13 rank 1 responses or 18.1 percent for Task Area III. The response pattern again identified the district level administrators as being primarily responsible for decision-making in a major task area. However, the Campus Administrator for Student Services did receive 20.8 percent of the primary responses. Note should be made of the fact that the role incumbent primarily responsible for Task Area III, by title, ranked third in primary responses recorded.

For Task Area IV (Guidance and Counseling) the Campus Administrator for Student Services received 32 rank 1 responses (N = 74) or 43.2 percent of the total responses. The District Administrator for Registration and Records received 14 rank 1 responses or 18.9 percent, Counselors received 13 rank 1 responses or 17.6 percent, and the District

Administrator for Student Services received 12 rank 1 responses or 16.2 percent for Task Area IV. The responses for Task Area IV were split between role incumbents at the district level and those at the campus level. Interviews conducted during the field visit revealed that the Campus Administrator had as his primary "stated" role the responsibility for counseling. It was interesting in view of this that two role incumbents at the district level received a combined primary response rate of 35.1 percent (District Administrator Registration and Records, 18.9 percent and District Administrator for Student Services, 16.2 percent). Note should also be made of the relatively low percentage of primary responses recorded for Counselors (17.6 percent) since Task Area IV specifically related to the counseling function.

For Task Area V (Administration) the Campus Administrator for Student Services received 43 rank 1 responses (N = 74) or 58.1 percent of the total responses. The District Administrator for Student Services received 21 rank 1 responses or 28.4 percent for this same area. No other role incumbent received a significant number of rank 1 responses for Task Area V, although the Chief Campus Administrator did receive 6 rank 1 responses or 8.1 percent of the total responses. This was the only area for which the Chief Campus

Administrator received more than 5.0 percent of the rank 1 responses for an area. Note should be made of the high percentage (58.1 percent) of rank 1 responses the Campus Administrator for Student Services received.

For the Total Task Areas (I-V) the District Administrator for Student Services had a cumulative frequency of rank 1 responses equal to 117 (N = 368) or 31.8 percent of the primary responses. The Campus Administrator for Student Services had 99 rank 1 responses or 26.9 percent and the District Administrator for Registration and Records had 49 rank 1 responses or 13.3 percent of the responses. No other role incumbent received a percentage of rank 1 responses greater than 10.0 percent for all five task areas.

Participants in Decision-Making

The respondents' selections of role incumbents who participated in decision-making and the degree of their participation (e.g., a response of 2, 3 or 4, which represented a rank order according to the perceived extent of participation for a role incumbent for a particular item) are identified by examination of the frequencies and percentages recorded as ranks 2, 3 and 4 in Tables 1-6 (Appendix C). To facilitate this examination the data are highlighted in the paragraphs below.

For Task Area I (Admissions, Registration, and Records) the role incumbents receiving 15.0 percent or greater of the rank 2 (N = 70), rank 3 (N = 62), and rank 4 (N = 14) responses were the following:

	% Rank 2	% Rank 3	% Rank 4
1. Campus Administrator Student Services	38.6	41.9	-
2. District Administrator Student Services	30.0	-	-
3. Counselors	-	19.4	28.6
4. District Administrator Registration and Records	-	-	35.7

For Task Area II (Placement and Financial Aids) the role incumbents receiving 15.0 percent or greater of the rank 2 (N = 69), rank 3 (N = 52) and rank 4 (N = 19) responses were the following:

	% Rank 2	% Rank 3	% Rank 4
1. District Administrator Student Services	30.4	-	21.1
2. Campus Administrator Student Services	26.1	42.3	-
3. Counselor	-	-	26.3
4. Chief Campus Administrator	-	-	21.1

For Task Area III (Student Activities) the role incumbents receiving 15.0 percent or greater of the rank 2 (N = 76), rank 3 (N = 62) and rank 4 (N = 20) responses were the following:

	% Rank 2	% Rank 3	% Rank 4
1. Campus Administrator Student Services	34.2	37.1	15.0
2. Administrator for Student Activities	23.7	22.6	-
3. District Administrator Student Services	19.7	-	15.0
4. Chief Campus Administrator	-	17.7	30.0
5. Chief District Administrator	-	-	15.0

For Task Area IV (Guidance and Counseling) the role incumbents receiving 15 percent or greater of the rank 2 (N = 72), rank 3 (N = 58) and rank 4 (N = 22) responses were the following:

	% Rank 2	% Rank 3	% Rank 4
1. Counselor	36.1	18.9	18.2
2. Campus Administrator Student Services	31.9	24.1	22.7
3. District Administrator Student Services	22.2	18.9	18.2
4. Chief Campus Administrator	-	20.7	-

For Task Area V (Administration) the role incumbents receiving 15.0 percent or greater of the rank 2 (N = 86), rank 3 (N = 62) and rank 4 (N = 19) responses were the following:

	% Rank 2	% Rank 3	% Rank 4
1. Chief Campus Administrator	27.9	33.9	-
2. Campus Administrator Student Services	26.7	-	-
3. Counselor	17.4	17.7	15.8
4. District Administrator Student Services	-	29.0	21.1
5. Chief District Administrator	-	-	21.1
6. Board of Trustees	-	-	15.8

For the Total Task Areas (I-V) the role incumbents receiving 15.0 percent or greater of the rank 2 (N = 373), rank 3 (N = 296) and rank 4 (N = 93) responses were the following:

	% Rank 2	% Rank 3	% Rank 4
1. Campus Administrator Student Services	31.4	31.0	-
2. District Administrator Student Services	22.7	16.9	16.1
3. Counselor	15.8	15.2	17.2
4. Chief Campus Administrator	-	16.9	17.2

Table 7 (Appendix C) is a summary of the responses for the Total Task Areas (I-V) and includes all role incumbents with their total response patterns.

An examination of the data presented in the preceding paragraphs revealed that the campus administrators and staff personnel were involved in decision-making as participants rather than primary decision-makers. Counselors were identified as participating in all areas except student activities. The Chief Campus Administrator, previously not identified as a primary decision-maker, was identified as a participant for all task areas except registration and records. The involvement of two role incumbents (The District Administrator for Student Services and Campus Administrator for Student Services) in decision-making was emphasized by the preceding paragraphs. These two individuals were identified as participants in all five task areas in addition to their previously identified roles as primary decision-makers. Limited involvement in decision-making for all task areas as either participants or primary decision-makers was identified for the following role incumbents:

1. District Administrator for Placement,
2. Chief District Administrator,
3. Board of Trustees,

4. Administrator for Student Activities,

5. District Financial Aids Officer.

The lack of involvement of one of these role incumbents (Administrator for Student Activities) was interesting since one of the major task areas specifically concerned student activities.

Respondents' Perceptions of Their Roles in Decision-Making

Each of the fifteen respondents' recorded perceptions of their participation in decision-making for each of the twenty-five items included in the Modified Decision Point Analysis Instrument. All fifteen respondents were occupying positions included as role incumbent positions on the Modified Decision Point Analysis Instrument. Respondents were asked to indicate their participation for each item by writing the number of one of four choices in Column II of the Modified Decision Point Analysis Instrument. The four choices were as follows:

1. Make the decision,

2. Recommend the decision,

3. Provide information,

4. None.

Table 8 (Appendix C) is a summary of the responses including frequency of response and percentage of responses (N = 25)

for each category. The Counselors, as a group, perceived themselves as either providing information or having no participation in decision-making. The Chief Campus Administrators, as a group, perceived themselves as primarily recommending and providing information relative to decision-making in student services. The Campus Administrators for Student Services, as a group, perceived themselves as primarily making or recommending decisions. Generally the respondents' perceptions of themselves relative to decision-making were in agreement with the pattern of responses revealed for role incumbents on the Modified Decision Point Analysis Instrument. Only one person indicated no participation for all twenty-five items.

Decision-Making Patterns Identified by Structured Interviews

Structured interviews, as described in Chapter I, were utilized to collect responses from eight persons. These eight included the Executive Officer for the District, the District Administrator for Student Services, the three Chief Campus Administrators, and the three Campus Administrators for Student Services. The questions included in the interview guide were designed to elicit perceptions of the decision-making patterns of the district relative to student

services. The guide was not rigidly followed but served to insure that certain points were covered in each interview. The interviews tended to be freewheeling and open. Only one person interviewed was perceived as reluctant to express frank and open responses.

Relationship and Perceived Centralization of Student Services

The interviewees described the relationship of student services to the total educational program at Transitional Community College as generally good. There were reported variations between campuses with most respondents giving a rank order for the campuses as fair, good, and very good. Generally the Chief Campus Administrators felt the counselors should be closer to the faculty and two campuses were examining the possibility of decentralization of counseling services to increase communication between counselors and teaching faculty. The Campus Administrators for Students Services also felt the need for movement toward decentralization of counseling services.

When asked to describe the degree of decentralization of decision-making in student services for the district, the interviewees, as a group, indicated the district was halfway between centralization and decentralization. One interviewee indicated student services was more decentralized relative

to decision-making than other major divisions in the district. This same person questioned if the cycle to complete decentralization would complete itself. He also viewed decentralization of decision-making as an effort to facilitate communication. Interviewees indicated the move, four months prior to the study, of the District Administrator for Student Services to a staff role had decentralized decision-making substantially. This was revealed in part by their response patterns to a series of questions concerning shared areas of decision-making.

Shared Areas of Decision-Making

To identify the decision-making responsibilities and relationships shared between three role incumbents (District Administrator for Student Services, Campus Administrator for Student Services, Chief Campus Administrator) the following questions were asked each interviewee:

1. Are there shared areas of decision-making between the Chief Campus Administrator and the Campus Administrator for Student Services?

2. Are there shared areas of decision-making between the Chief Campus Administrator and the District Administrator for Student Services?

3. Are there shared areas of decision-making between the District Administrator for Student Services and the Campus Administrator for Student Services?

The responses to these questions centered on the recent change

in structure and the creation of the central staff group identified previously as the Management Team. Decision-making shared between these three role incumbents was best described by one interviewee who said

> The Campus Administrator for Student Services is a member of the Chief Campus Administrator's staff. He is responsible to the Chief Campus Administrator and not in the technical sense a member of the District Administrator's staff. He is not responsible to the District Administrator; he is the Chief Campus Administrator's man. All three Campus Administrators for Student Services meet with the District Administrator for district-wide planning. For example, in the area of counseling once the program is established by the three Campus Administrators and the District Administrator it is operated by the Chief Campus Administrator and the Campus Administrator for Student Services. Once in operation, the District Administrator backs off.

Generally the Campus Administrators for Student Services did not see decision-making as shared between the three role incumbents in question. Rather, they identified the District Administrator for Student Services as being involved in broad policy decisions and planning, with themselves responsible for implementation of policy and being directly responsible to the Chief Campus Administrator. They identified the District Administrator for Student Services as having direct decision-making responsibilities for the areas of student activities, registration and records, and

financial aid. There were definite variations between the Campus Administrators for Student Services in how they expressed this similar viewpoint. One of the three was negative in his description of the relationship, one was positive, and the third did not indicate strong feeling in the matter. This third person simply described the relationship in a series of low-key factual responses.

The Chief Campus Administrators, as a group, agreed with the perceptions of the Campus Administrators for Student Services relative to shared areas of decision-making. These three persons viewed their relationship with the Campus Administrators for Student Services as one in which responsibility for the student services program was delegated through their office to the Campus Administrators. The District Administrator was identified as being responsible for district-wide planning in concert with the Campus Administrators.

The District Administrator for Student Services, in general, shared the perceptions of the other role incumbents in question. However, some of his responses during the course of the interview tended to emphasize his role at the campus level more strongly than it had been described by campus personnel. This role incumbent was the only person, with the exception of the Executive Officer for the

District, who could adequately describe his role on and the general role of the Management Team. Campus level administrators, even though periodically meeting with the Management Team, were unable to give clear and concise descriptions of its function. This confusion and lack of understanding was even more apparent during informal interactions with counselors contacted during the study.

Participation in Decision-Making

Two questions were asked relative to participation in decision-making. The first concerned the extent of participation of faculty, students and other groups in the decision-making process for student services. The second concerned the involvement of committees and other formal mechanisms in the decision-making process.

Responses to the first question concerning faculty, students and other groups involved in decision-making were generally negative. Few examples of participation by faculty or students were given in response to the question. Initially the interviewees indicated these groups were involved, but when pressed to give specific examples they failed to respond. This was especially true in the case of students. Interviewees indicated counselors, as a group, were involved primarily in matters relating directly to

specific counseling functions. For example, the counseling style adopted by an individual counselor was a decision the counselor made for himself. As one administrator said, "I set up the system. . .the counselors respond." This was only one administrator's response, but it did indicate to some extent the involvement of counselors in decision-making on one campus.

Responses to the question concerning formal mechanisms and committee involvement in decision-making indicated few decisions were the direct result of committee action. As stated earlier, the Student Services Committee was identified as being primarily concerned with student activities rather than general student services concerns.

Advantages and Disadvantages of Multi-Unit for Decision-Making

The interviewees were asked to identify advantages and disadvantages of the multi-unit organizational pattern relative to decision-making in student services. One problem experienced by interviewees in answering the question concerning advantages was the separation of advantages for decision-making from statements that expressed the rationale or philosophical basis for the establishment of multi-unit districts. Often interviewees simply responded with a statement that there were no real advantages relative to

decision-making, that all they could identify were disadvantages.

The list which follows contains all advantages reported by the interviewees for decision-making in the multi-unit organizational pattern existing at Transitional Community College.

1. The opportunity for greater numbers of persons with similar responsibilities to become involved in decision-making. (e.g., the knowledge and experience of three Campus Administrators for Student Services rather than one, as would be found in a single campus district)

2. The decision-makers are located on the campus so that you know who makes a particular decision.

3. Since decisions are made on the local campus, a feeling of belonging to a unit develops and each person, therefore, feels secure.

4. Decisions made for smaller numbers of students (the result of students spread over three campuses) are better for the individual student.

5. Decisions made at the campus level provide more immediate feedback for persons involved.

The above list represents all of the advantages enumerated in interviews with six role incumbents.

The interviewees were asked to next describe the disadvantages perceived for decision-making in the multi-unit organizational pattern existing at Transitional Community College. The list which follows contains all disadvantages

identified by the interviewees.

1. Decisions are not made as rapidly as they could be made in a single campus institution.

2. The decision-makers are hard to identify in the multi-unit arrangement.

3. Decision-making can be very confusing in a multi-campus arrangement.

4. The communications necessary for decision-making are increased greatly in a multi-unit district and communication of necessary information is always a problem.

5. There are problems of variations between campuses relative to counterparts not having similar responsibility for decision-making.

6. Critical decisions are always forced to the district level for action.

7. There is the constant problem of defining responsibility for decision-making between district and campus personnel to avoid overlapping and duplication.

8. Decision-making is difficult at the campus level because the person perceives two bosses in some situations.

It is apparent from the two lists that some interviewees identified as advantages some items other interviewees identified as disadvantages. There was no pattern to these differences relative to the position occupied by the interviewees. The general attitudes and responses of the interviewees indicated that they were finding it difficult to respond to the two questions, particularly when asked to

identify advantages.

Recommended Changes for Decision-Making

Responses to the final question in the interview concerning recommended changes relative to decision-making in student services were of three types. Again, no pattern of responses occurred based on the position occupied by the interviewee. The first type of response was simply that no change in structure or procedure was necessary relative to decision-making. The second type of response recorded focused on the recent change to increased campus involvement in decision-making resulting from the shift at district level of the District Administrator for Student Services from a line to a staff position. Generally, the interviewees who cited this change and the creation of the Management Team felt the increased campus involvement in decision-making was positive and that no additional changes were necessary.

The third type of response generally centered on a stated need for additional campus autonomy. Basically the interviewees recommending this approach felt fewer services should be handled at the district level and suggested the three areas of financial aids, student activities and records should be accommodated at the campus level. When asked if

there was a need for the District Administrator for Student Services in such a reorganization, the interviewees responded by saying this position would still be necessary to provide district-wide coordination for student services. One interviewee recommended establishing a two-week review and priority session at the district level then moving to complete campus autonomy for the next fifty weeks of operation. Two interviewees questioned the advisability of multi-unit operation for the district from the focus of decision-making and suggested organizational alternatives such as a single centrally located campus with centers or satellites throughout the community as an alternative.

General Observations

Congruence of Stated Procedures and Perceived Patterns

The degree of congruence between stated patterns for decision-making in student services and perceived patterns by the fifteen respondents was generally low as identified by the Modified Decision Point Analysis Instrument. An analysis of the data by item revealed that for no item did all fifteen respondents identify the same role incumbent as being primarily responsible for making a particular decision. The greatest agreement or consensus consisted of thirteen respondents for each of four items. Two of these

items were from Task Area I, one item from Task Area II and one item from Task Area V. Twelve respondents achieved consensus for two additional items, one from Task Area IV and one from Task Area III. Eleven respondents achieved consensus for three additional items including one each from Task Areas II, III, and IV. Thus, for only nine of the twenty-five items did greater than 72.0 percent of the respondents achieve consensus.

The respondents were in greatest agreement or consensus for Task Area I and Task Area IV and had least consensus for Task Areas II and III. Only in Task Area II did identifiable groups account for the inconsistent pattern of responses. The District Administrators and Chief Campus Administrators identified district level role incumbents as primary decision-makers while the Campus Administrators for Student Services and Counselors identified campus level role incumbents for the same decision items.

The highest degree of consensus for all twenty-five items was identified by analysis of the response patterns of selected groups of role incumbents. The Chief Campus Administrator and the Campus Administrator for Student Services at one campus had consensus on twenty-two of the twenty-five items (88.0 percent). At a second campus their counterparts achieved consensus on thirteen items (52.0

percent) and at the third campus identical role incumbents achieved consensus on twelve items (48.0 percent). The two role incumbents having the second highest degree of consensus were the Executive Officer for the District and the District Administrator for Student Services. These two respondents had consensus on nineteen of the twenty-five items (76.0 percent). The three Campus Administrators for Student Services achieved consensus for nine items (36.0 percent) and the three Chief Campus Administrators agreed on six items (24.0 percent).

The Counselors, as a total group, achieved consensus on only two of the twenty-five items (8.0 percent). However, when individual campus patterns were examined Counselors at one campus achieved consensus on fifteen items (60.0 percent). Counselors at a second campus agreed on eleven items (44.0 percent) and at the third campus on six items (24.0 percent).

Responses to the Modified Decision Point Analysis Instrument revealed a general lack of consensus among respondents relative to primary decision-makers. Relatively high consensus was identified for selected groups of role incumbents. These groups included the two district level role incumbents, the Chief Campus Administrators and their respective Campus Administrators for Student Services, and

the Counselors from one campus.

Knowledge of Respondents
Relative to Decision-Making

Informal interaction with individual counselors revealed a general lack of knowledge of decision-making at Transitional Community College. Counselors were able to identify campus patterns with limited success but failed to reveal knowledge of district-wide procedures and practices. Several counselors reported they did not know how decisions were made; however, they did identify their own involvement as limited. The Counselors generally identified one or two role incumbents with whom they had contact as being the only decision-makers of whom they were aware. The confusion and lack of knowledge was particularly apparent when questions were asked about the Management Team. One counselor responded to a question about the function of the Management Team with the statement

> Oh, the Management Team, well I heard something about that, but I really don't know what it is suppose to accomplish. I guess it is another administrative game.

Another counselor indicated he had just received a copy of a document which was designated as having been approved by the Management Team, but he did not know what the document or the Management Team concerned.

The role incumbents participating in structured interviews were able to describe the decision-making responsibilities and practices more effectively than Counselors. However, each of the Campus Administrators for Student Services and Chief Campus Administrators added his own interpretation to these stated practices. Interviews and response patterns to the Modified Decision Point Analysis Instrument validate this observation. Analysis of the data revealed few of the fifteen respondents had clear understanding or knowledge of the role incumbents who were primarily responsible for making specific decisions.

Summation

Transitional Community College District was a multi-unit district consisting of three campuses and utilizing both campus and district level administrative structure. Recent changes in responsibilities of district level administrators, specifically the District Administrator for Student Services, had significantly affected decision-making in the area of student services. The district was in transition from centralized to decentralized decision-making for student services. At the time of observation, the areas of decision-making primarily centralized were 1) admissions, registration and records, 2) placement and financial aids, and 3)

student activities. The two areas primarily decentralized were 1) guidance and counseling, and 2) administration.

Committees, students and teaching faculty appeared to have little direct influence on decision-making in student services. Two role incumbents were significantly involved as both primary decision-makers and participants in decision-making (Campus Administrators for Student Services and the District Administrator for Student Services). The District Administrator was involved primarily in the centralized functions identified above as a result of the recent change in district organizational structure. One role incumbent, the Administrator for Student Activities, was not identified as a primary decision-maker even though, by title, he was responsible for a major task area. The Chief Campus Administrators were participants in decision-making for student services but were not primary decision-makers. Counselors had limited involvement in decision-making in student services and also had limited knowledge relative to decision-making.

Role incumbents interviewed at Transitional Community College found it extremely difficult to identify advantages for decision-making in student services resulting from the multi-unit organizational pattern. Rather, they found it possible to enumerate disadvantages for decision-making as

a result of the multi-unit pattern. However, all interviewees were able to identify the rationale or philosophical basis for multi-unit districts. Two of the interviewees suggested an ideal change relative to decision-making in student services would be a single campus operation. Those interviewees who dealt with changes within the multi-unit pattern stressed the need for continued decentralization of services and decision-making, but no interviewee recommended operating without a District Administrator for Student Services.

Transitional Community College was in transition from centralized to decentralized decision-making and few individuals in student services were able to adequately describe the decision-making process or identify the role incumbents primarily responsible for making specific decisions in student services.

CHAPTER III

THE DECISION-MAKING PATTERN OF METROPOLITAN COMMUNITY COLLEGE DISTRICT

This chapter is a description of the decision-making pattern of the second of three districts examined in this study. The district is described relative to its community, history and development, organizational structure and pattern of governance. For purposes of identifying the pattern of decision-making for the district, established procedures for decision-making are examined first. Next, the role incumbents who make decisions and those who participate in decision-making are identified. Responses to structural interviews with selected role incumbents are then discussed. To complete the identification of decision-making patterns in the district general observations collected during the field study are summarized.

Environment

The Community

Metropolitan Community College District served a geographical area of 560 square miles and a population of

1,573,907 (1970 Census). The district consisted of two major governmental units. Both units had urban populations, one consisting of a 95.8 percent urban population and the other a 100.0 percent urban population. The two units varied in geographical size with the former containing 499 square miles and the latter 61 square miles. The respective population densities were 1,960.5 persons per square mile and 10,200.6 persons per square mile. The 95.8 percent urban population unit experienced a population growth of 35.2 percent during the 1960-1970 decade. This change included an urban increase of 40.3 percent and a rural decrease of 25.8 percent. The second unit (100.0 percent urban) experienced a 17.0 percent decrease in population during the 1960-1970 decade. At the time of observation two of the campuses of Metropolitan Community College were located in the 95.8 percent urban population unit while the third campus was located in the 100.0 percent urban unit. Projections indicated continued population and economic growth for the total district, with the growth concentrated primarily in the 95.8 percent urban unit.

History and Development

The district was created and six trustees elected by a vote of local citizens, as required by state law, in 1962. The Chief District Administrator was selected by the newly

elected board and classes began on an evening schedule in January, 1963. Initially, there were 798 students attending classes in two locations. Temporary facilities were utilized until 1967 when the three campuses of the district were moved to their present sites and began operation in first-phase permanent facilities. Projections indicated full utilization and enrollment limits for the current campuses would be reached by the mid-1970's. However, during the 1971-1972 year enrollments had not continued to increase as rapidly as in the past so that revised projections may be necessary for the 1970-1980 decade. Regardless of the rate of increase additional campuses seemed to be important in future planning for the district.

Enrollment figures increased rapidly since the 1963 enrollment of 798 students. During the fall of 1970, 18,696 students were enrolled and spread fairly evenly between the three campuses (6,195, 5,596, 6,905). The district operated both day and evening programs at its three campuses. Outposts and centers were strategically located throughout the district and provided programs in special fields and continuing education in addition to offerings at the permanent campuses.

Pattern of Governance

Metropolitan Community College was part of a statewide

system of public community colleges. Governance was through a District Board of Trustees consisting of six elected members. The district was a "body corporate" and the District Board had full responsibility for operating the district. The District Board operated within the guidelines established by the State Board of Education and under the general coordination of the Commission on Higher Education. However, the state influence on the operation of Metropolitan Community College District was minimal. Little statewide coordination or planning for public community college districts had been developed and financial resources from the state level were also limited.

Organization

Metropolitan Community College District was a multi-unit district with an administrative structure including both campus and district administration. The district administration included the Chief District Administrator, the District Administrative Assistant, the District Coordinator for Community Relations and the District Administrator for Administrative Services. There was no district level administrator for either student services or academic services. The District Administrator for Administrative Services had seven coordinators reporting to him representing

the areas of data processing, finance, institutional development, instructional resources, personnel, physical facilities, and purchasing.

There were minor variations between campuses relative to administrative structure; however, each campus had a basic structure consisting of administrators for each of three areas (student services, business services, academic services) reporting to a chief campus administrator. The basic internal organizational structure for district and campus administration is shown in Figure 2. Only one campus is shown in detail with the structure for student services also detailed. There was no district level administrative organizational structure for student services.

Procedures for Decision-Making in Student Services

The district utilized four basic components in the district-wide decision-making process. These components included seven district-wide committees, the Administrative Cabinet, the District Council, and the individual campus committee structures. Each of these components is discussed below relative to their influence on decision-making in student services.

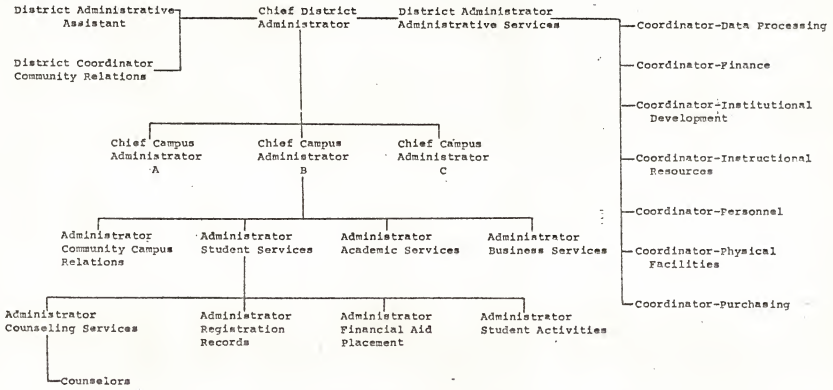


Figure 2. Table of Organization for Metropolitan Community College District

District-Wide Committees

There were seven district-wide committees which provided input for decision-making. These committees were advisory to the Administrative Cabinet and included the Academic Services Committee, Student Services Committee, Business Services Committee, Instructional Resources Committee, Financial Aids Committee, Data Processing Committee and the Institutional Development Committee. These committees were composed of persons from the three campuses and district administration. Each committee provided recommendations to the Administrative Cabinet relative to its respective area.

The Student Services Committee consisted of the three campus administrators for student services with the district administrative assistant as secretary. The chairmanship rotated each year between the three Campus Administrators for Student Services. Like the other six district-wide committees, the chairman of the committee presented recommendations to the Administrative Cabinet. The chairman was then informed of action taken by the Administrative Cabinet and reported such action to the committee. The Student Services Committee focused on policy decisions of district-wide importance and received input from each of the three campuses in addition to charges from the Administrative Cabinet and

recommendations from other district-wide committees. Data collected through interviews and general observation relative to the Student Services Committee will be discussed later in the chapter.

Administrative Cabinet

The Administrative Cabinet served as an advisory group to the Chief District Administrator. Its membership consisted of the Chief District Administrator (served as chairman), the three Chief Campus Administrators, with the District Administrative Assistant attending as a resource person. Inputs, in addition to its own membership, consisted of recommendations from each of the seven district-wide committees described above. The Cabinet was involved in decision-making in student services primarily on district-wide policy. Its importance to the individual campus student services decision-making pattern was a function of the effect of its action in reviewing recommendations from the Student Services Committee. However, as reported by one interviewee, if the Chief Campus Administrator was not cognizant of the position taken by his Campus Administrator for Student Services on an issue, the action taken by the Cabinet could directly influence the direction of a campus student services program. The Cabinet could also direct or charge the Student

Services Committee with developing recommendations relative to district-wide student services concerns.

District Council

The District Council was an advisory group to the Chief District Administrator and consisted of representatives from the three campuses and district level administrators. Its membership consisted of students, teaching faculties, and administrators. It was a large group with over thirty individuals holding membership.

The role of the District Council was not clearly defined and its influence on district-wide policy relative to student services appeared to be limited. Generally the Council provided the Chief District Administrator with additional input for decision-making, but also increased significantly the number of recommendations and review procedures at the district level as the seven district-wide committees and the Cabinet were also providing inputs to the Chief District Administrator.

Campus Committee Structure

The three campuses utilized a committee structure for decision-making. The structure varied between campuses, but generally followed a pattern of standing committees in the areas of student services, academic services, and business

services. In addition to these committees, each Chief Campus Administrator had an advisory group identified as a Cabinet or Council consisting of faculty, students and administrators. There was considerable variation in the roles committees had relative to decision-making between the three campuses. Committees had a significant role in decision-making at one campus; at the second campus committees were utilized but primary decision-makers were also critical; and the third campus utilized committees only in an advisory role.

Responses to structured interviews and interaction with respondents participating in the study highlighted the variations described above. Interviewees and respondents at the first campus described above indicated committees were involved in decision-making to the extent they had difficulty identifying primary decision-makers. One participant indicated some confusion on items included on the Modified Decision Point Analysis Instrument since committees were involved in decision-making and some decisions had, "many hands in the pot." At the second campus participants recognized the existence of the committee structure, but as one participant said, "committees go through the motions but recommendations mean nothing." At the third campus one participant questioned the value and effectiveness of committees relative to decision-making. This participant

said, "committees do not work on our campus."

Summary of Procedures

The procedures for decision-making in student services for the district included the use of committees. At the district level the Student Services Committee was concerned primarily with district-wide policy and the majority of decisions relative to student services were made at the campus level either through the campus committee structure or primary campus decision-makers. Those decision areas most often the concern of the District Student Services Committee were admissions and records, financial aids, and student activities.

The District Council, and Administrative Cabinet were not directly involved in decision-making at the campus level and only dealt with problems of district-wide policy relative to student services. The campus committee structures varied significantly relative to decision-making in student services and ranged from limited involvement at one campus to substantial involvement at another.

Decision-Making Patterns Identified by the Modified Decision Point Analysis Instrument

The Modified Decision Point Analysis Instrument, as

described in Chapter I, was utilized to collect responses from sixteen individuals. This sample included seven persons selected on the basis of position occupied in the administrative structure and nine persons, generally described as counselors, selected randomly and representative of the three campuses in the district. All respondents received and completed the instrument in accord with the guidelines described in Chapter I. Respondents were positive in their attitude toward participation in the study.

The data, generated by the Modified Decision Point Analysis Instrument, are graphically displayed in frequency distributions. These distributions reflect the number of times a particular role incumbent was selected as either primarily responsible for making a decision or as having participated in making a decision. In addition, data are reported which identify the respondents perception of his own involvement in decision-making.

For purposes of analysis and reporting the twenty-five decision items (each item representing a specific task in student services) were grouped according to the original five task areas identified for the study. This procedure was followed for two reasons. 1) The items were originally identified by task area. 2) The resulting N for each task area provided meaningful percentages of responses for each

role incumbent. The five task areas are first reported individually in Tables 9-13 (Appendix D) and then in Table 14 (Appendix D) all five task areas are combined to reflect the total response pattern for the twenty-five items.

Since there was no District Administrator for Student Services at Metropolitan Community College, the District Student Services Committee was inserted for this role incumbent position on the Modified Decision Point Analysis Instrument. This was a logical and reasonable choice since the committee served in some respects a similar role in the district.

Primary Decision-Makers

The respondents' selections of role incumbents primarily responsible for making decisions are identified by examination of the frequencies and percentages recorded as rank 1 in Tables 9-14 (Appendix D).

For Task Area I (Admissions, Registration, and Records) the Campus Administrator for Registration and Records received 29 rank 1 responses (N = 74) or 39.2 percent of the total responses. The District Student Services Committee received 13 rank 1 responses or 17.6 percent, the Board of Trustees received 11 rank 1 responses or 14.9 percent, and the Campus Administrator for Student Services received 9 rank 1

responses or 12.2 percent of the responses for this same area. No other role incumbent received greater than 10.0 percent of the responses for this task area although two other role incumbents received rank 1 responses greater than 5.0 percent. These were the Campus Administrator for Counseling Services, 6.7 percent and the Chief District Administrator, 5.4 percent. Responses for Task Area I were, therefore, split between campus and district role incumbents. Campus role incumbents accounted for greater than 60.0 percent of the rank 1 responses while district role incumbents had slightly more than 37.0 percent of the responses. While Task Area I was identified as a campus function the influence of district role incumbents was also identified. Note should also be made of the 14.9 percent response received by the Board of Trustees as it identified the perceived importance of board policy relative to decision-making in student services.

For Task Area II (Placement and Financial Aid) the Campus Administrator for Financial Aid and Placement received 35 rank 1 responses (N = 79) or 44.3 percent of the total responses. The Campus Administrator for Student Services received 23 rank 1 responses or 29.1 percent for Task Area II. No other role incumbent received a significant number of rank 1 responses, although the Board of Trustees and the District Student Services Committee received a

combined total of 16.5 percent of the responses. Therefore, Task Area II (Financial Aids and Placement) was identified as primarily a function of campus administration. However, as in Task Area I, the importance of district-wide policy relative to decision-making in student services was identified by respondents.

For Task Area III (Student Activities) the Campus Administrator for Student Services received 36 rank 1 responses (N = 81) or 44.4 percent of the total responses. The Campus Administrator for Student Activities received 17 rank 1 responses or 21.0 percent and the Board of Trustees received 13 rank 1 responses or 16.1 percent of the responses for this same area. No other role incumbent received a significant number of responses for Task Area III. The pattern of responses again identified campus administrators as primarily responsible for decision-making in a major area. Note should be made of the low response pattern for the Administrator for Student Activities (21.0 percent rank 1 responses) since, by title, he was primarily responsible for this area. The influence of the Board of Trustees also was identified for another major task area, reflecting again the importance of district policy for decision-making in student services.

For Task Area IV (Guidance and Counseling), the Campus Administrator for Student Services received 24 rank 1 responses (N = 80) or 30.0 percent of the total responses. Counselors received 18 rank 1 responses or 22.5 percent, the Campus Administrator for Counseling Services received 17 rank 1 responses or 21.2 percent, and the Campus Administrator for Registration and Records received 10 rank 1 responses or 12.5 percent of the responses for Task Area IV. No other role incumbent received a significant number of responses for this area. Responses clearly identified the area as primarily a function of campus administration, with no significant influence from the district level relative to primary decision-makers. Note should be made of the response pattern for Counselors and the Administrator for Counseling Services as both of these role incumbents ranked below the Campus Administrator for Student Services. This was true even though Task Area IV specifically concerned the counseling function.

For Task Area V (Administration) the Campus Administrator for Student Services received 46 rank 1 responses (N = 89) or 51.7 percent of the total responses. The Chief Campus Administrator received 15 rank 1 responses or 16.9 percent of the responses for Task Area V. Two other role incumbents received greater than 5.0 percent (Campus Administrator for

Counseling Services, 7.9 percent, Counselors 9.0 percent). The response pattern identified the primary decision-makers for Task Area V (Administration) as campus level personnel. No role incumbent at the district level received greater than 2.2 percent of the rank 1 responses. The 16.9 percent of rank 1 responses received by the Chief Campus Administrator should be noted as this was the only other area for which this role incumbent received greater than 7.0 percent of the rank 1 responses.

For the Total Task Areas (I-V) the Campus Administrator for Student Services had a cumulative frequency of rank 1 responses equal to 138 (N = 403) or 34.2 percent of the primary responses. The Campus Administrator for Registration and Records had 45 rank 1 responses or 11.2 percent of the responses. No other role incumbent received a percentage of rank 1 responses greater than 10.0 percent for all five task areas. The remaining rank 1 responses for the five task areas combined were spread equally among the remaining role incumbents with the exception of the Chief District Administrator who received 2.5 percent of the total responses.

Participants in Decision-Making

The respondents' selections of role incumbents who participated in decision-making and the degree of their participation

(e.g., a response of 2, 3, or 4, which represented a rank order according to the perceived extent of participation for a role incumbent for a particular item) are identified by examination of the frequencies and percentages recorded as ranks 2, 3, or 4 in Tables 9-14 (Appendix D). To facilitate this examination the data are highlighted in the paragraphs below.

For Task Area I (Admissions, Registration and Records) the role incumbents receiving 15.0 percent or greater of the rank 2 (N = 68), rank 3 (N = 52), and rank 4 (N = 20) responses were the following:

	% Rank 2	% Rank 3	% Rank 4
1. Campus Administrator Student Services	32.4	19.2	15.0
2. Campus Administrator Counseling Services	16.2	15.4	-
3. Chief District Administrator	14.7	-	-
4. Chief Campus Administrator	-	32.7	25.0
5. District Student Services Committee	-	-	20.0
6. Campus Administrator Registration and Records	-	-	15.0

For Task Area II (Placement and Financial Aid) the role incumbents receiving 15.0 percent or greater of the rank 2 (N = 74), rank 3 (N = 59), and rank 4 (N = 17) responses were the following:

	% Rank 2	% Rank 3	% Rank 4
1. Campus Administrator Student Services	51.4	-	-
2. Campus Administrator Financial Aid and Placement	27.0	-	-
3. Chief Campus Administrator	-	42.4	-
4. District Student Services Committee	-	15.3	35.3
5. Counselors	-	-	29.3

For Task Area III (Student Activities) the role incumbents receiving 15.0 percent or greater of the rank 2 (N = 96), rank 3 (N = 64), and rank 4 (N = 25) responses were the following:

	% Rank 2	% Rank 3	% Rank 4
1. Campus Administrator Student Services	24.0	17.1	-
2. Campus Administrator Student Activities	17.7	17.1	28.0
3. Campus Administrator Counseling Services	16.7	-	-
4. Chief Campus Administrator	15.6	31.3	24.0
5. Counselors	-	15.6	-

For Task Area IV (Guidance and Counseling) the role incumbents receiving 15.0 percent or greater of the rank 2 (N = 73), rank 3 (N = 65), rank 4 (N = 21) responses were the following:

	% Rank 2	% Rank 3	% Rank 4
1. Campus Administrator Counseling Services	34.2	21.5	-
2. Campus Administrator Student Services	26.0	18.5	23.8
3. Counselors	19.2	29.2	19.1

For Task Area V (Administration) the role incumbents receiving 15.0 percent or greater of the rank 2 (N = 110), rank 3 (N = 71), rank 4 (N = 23) responses were the following:

	% Rank 2	% Rank 3	% Rank 4
1. Campus Administrator Counseling Services	30.0	24.0	-
2. Campus Administrator Student Services	20.0	-	-
3. Campus Administrator Student Activities	-	26.8	-
4. Counselors	-	16.9	17.4

For total Task Areas (I-V) the role incumbents receiving 15.0 percent or greater of the rank 2 (N = 421), rank 3 (N = 311), and rank 4 (N = 106) responses were the following:

	% Rank 2	% Rank 3	% Rank 4
1. Campus Administrator Student Services	29.4	-	-
2. Campus Administrator Counseling Services	21.6	16.1	-
3. Chief Campus Administrator	-	23.2	17.0
4. Counselors	-	16.7	15.1
5. District Student Services Committee	-	-	16.0

Table 15 (Appendix D) is a summary of the responses for the total Task Areas (I-V) and includes all role incumbents with their total response patterns.

An examination of the data presented in the preceding paragraphs revealed that campus administrators and staff personnel were substantially involved in decision-making as participants as well as being primary decision-makers. District level role incumbents were identified as participants in decision-making for Task Areas I and II. Counselors were identified as participants in all five task areas, but were not identified with response patterns of greater than 15.0 percent in Task Area I. In Task Area I they did

have response patterns greater than 10.0 percent. The Campus Administrator for Student Services was identified as both a primary decision-maker and significant participant for all five task areas. One role incumbent, the Campus Administrator for Counseling Services, while identified as a primary decision-maker only in Task Area IV was identified as a participant for Areas I, III, IV, and V. The Chief Campus Administrator was identified as a participant in Task Areas I, II, and III. Limited involvement was identified for the following role incumbents as either participants or primary decision-makers in student services:

1. Chief District Administrator,
2. District Student Services Committee,
3. Campus Administrator Student Activities,
4. Board of Trustees.

The limited involvement of one of these role incumbents (Administrator for Student Activities) was important since, by title, Task Area III was his responsibility. However, the Campus Administrator for Student Services received more primary and participant responses for this area than any other role incumbents.

Respondents Perception of Their
Role in Decision-Making

Each of the sixteen respondents recorded perceptions of their participation in decision-making for each of the twenty-five items included in the Modified Decision Point Analysis Instrument. Respondents were asked to indicate their participation for each item by writing the number of one of four choices in Column II of the Modified Decision Point Analysis Instrument. The four choices were as follows:

1. Make the decision,
2. Recommend the decision,
3. Provide information,
4. None.

Table 16 (Appendix D) is a summary of the responses including frequency of response and percentage of responses (N = 25) for each category. The respondents' perceptions of their role in decision-making were generally in agreement with the pattern of responses revealed for role incumbents on the Modified Decision Point Analysis Instrument. The Counselors, as a group, identified themselves as either recommending the decision, providing information or having no participation in decision-making. Few category 1 responses (make the decision) were recorded by Counselors.

Their responses tended to be equally divided between recommending or providing information and the no participation category.

The district level respondent identified his role as primarily that of recommending or providing information relative to decision-making. The Campus Administrators for Student Services and the Chief Campus Administrator for each campus tended to be congruent in their perceptions of involvement. If the Campus Administrator for Student Services indicated substantial involvement in making decisions, the Chief Campus Administrator also indicated a similar involvement. These response patterns followed the pattern described earlier relative to procedures for decision-making at the three campuses. For the campus stressing strong committee involvement in decision-making the two respondents identified their involvement for the twenty-five items as primarily one of recommending and providing information. The two respondents occupying these same positions at the campus which reported low committee involvement in decision-making identified their role as primarily one of making decisions. No respondent indicated no involvement for all twenty-five items.

Decision-Making Patterns Identified by Structured Interviews

Structured interviews, as described in Chapter I, were utilized to collect responses from seven persons. These seven included the District Administrative Assistant, the three Chief Campus Administrators, and the three Campus Administrators for Student Services. The questions included in the interview guide were designed to elicit perceptions of the decision-making patterns of the district relative to student services. The guide was not rigidly followed but served to insure that certain points were covered in each interview. The interviews tended to be freewheeling and open. No interviewee was perceived as reluctant to express openly his view of decision-making relative to student services.

Relationship and Perceived Centralization of Student Services

The interviewees described the relationship between student services and the total educational program as basically good throughout the district. However, there were variations reported between campuses and after initial statements describing the relationship as good, interviewees at two of the campuses reported relationships were not as good as "they had been in the past" due to a variety of

reasons. Interviewees at the third campus were more positive in their evaluations of the relationship and predicted increasing interaction and integration of student services and the instructional program. Reasons given for deteriorating relationships were increasing size of the campus and staffs, new personnel, and "personalities and politics." The two campuses reporting deteriorating relationships did indicate past faculty evaluations of student services had been positive. The Campus Administrators for Student Services, as a group, expressed a concern for improving the relationships and indicated personal involvement in attempts in this direction.

When asked to describe the degree of centralization for decision-making in student services for the district the interviewees described the system as decentralized with limited involvement from the district level. The limited involvement at the district level was identified as originating from the District Student Services Committee and the Board of Trustees. Board policies in the areas of admissions, registration, activities, and fees, were given as examples of this involvement. Interviewees generally felt the decisions relative to student services were made at the campus level. One interviewee described the degree of centralization as relating directly to the restrictions

the campus administrators wanted to place on themselves.

Shared Areas of Decision-Making

To identify the decision-making responsibilities and relationships shared by three role incumbents (District Student Services Committee, Campus Administrator for Student Services, Chief Campus Administrator) three questions were asked. These questions paired each of these role incumbents with the other using all possible combinations.

The responses to the questions revealed that decisions were not shared between these role incumbents, but rather each had a responsibility for certain areas of decision-making. The District Student Services Committee was described as being responsible for broad policy decisions and developing the framework for district operation. The Campus Administrator for Student Services was identified as being primarily responsible for campus decisions and his relationship with the Chief Campus Administrator was one of providing information relative to student services. The two areas clearly identified as shared between these two role incumbents were budget concerns and public relations. The interviewees indicated if public relations or image might be involved in a decision the Campus Administrator for Student Services would confer with the Chief Campus

Administrator prior to making a decision. Interviewees also indicated budgets for student services at the three campuses were subject to review and approval by the Chief Campus Administrator. The interviewees, as identifiable groups, were congruent in their responses to the three questions asked.

Participation in Decision-Making

Two questions were asked relative to participation in decision-making. The first concerned the extent of participation of faculty, students, and other groups in the decision-making process for student services. The second concerned the involvement of committees and other formal mechanisms in the decision-making process.

Responses to these questions were generally positive relative to the opportunity for participation by students, faculty, and other groups in decision-making. At both the district and campus level interviewees indicated these groups had an opportunity for input in the decision-making process. However, the degree and quality of this participation was questioned by several of the interviewees. Informal interaction with other participants in the study revealed real concern relative to participation in decision-making. These concerns will be discussed later in the chapter.

The second question concerning committees revealed interviewees felt the campus committee structure for decision-making was the result of the influence of primary decision-makers at each campus. The differences between campuses were identified as being the result of different views of campus administrators on the role of committees for decision-making. The District Student Services Committee was again identified as primarily providing a framework for decision-making at the campus level. However, one interviewee indicated he felt this committee was losing its effectiveness and would possibly dissolve in the next few years.

Advantages and Disadvantages of Multi-Unit for Decision-Making

The interviewees were asked to identify advantages and disadvantages of the multi-unit organizational pattern relative to decision-making in student services. The interviewees experienced difficulty in enumerating advantages for decision-making resulting from the multi-unit organizational pattern of Metropolitan Community College. Only one interviewee attempted to list or describe advantages for decision-making. He cited two advantages for decision-making, 1) the exchange of ideas between counterparts at each campus, and 2) the mutual support available to the group for plans and

proposals. One other interviewee indicated it did not matter if advantages existed for decision-making or not if the reason for having a multi-unit pattern of organization was based on other necessities. Some of the necessities he listed included, 1) the need to reduce competition between single college districts, 2) the need for continuity of programs, 3) the need to unify public support in a geographical area, and 4) the increased ability to secure federal support for a multi-unit district as opposed to three separate districts. Five of the interviewees simply said there were no advantages relative to decision-making in student services as a result of the multi-unit organizational pattern.

The interviewees were able to identify specific perceived disadvantages for decision-making in student services as a result of the multi-unit organizational pattern for the district. The disadvantages identified by interviewees are summarized below.

1. Philosophical differences exist between campus administrators and district administrators relative to decision-making models or patterns.

2. A problem of too many bosses exists in multi-unit patterns and causes confusion relative to decision-making.

3. The Campus Administrators for Student Services have a problem of responsibility versus authority for decision-making.

4. Complications and the paperwork necessary for decision-making are increased in a multi-unit arrangement.

5. Flexibility in decision-making is reduced in a multi-unit pattern.

6. The multi-unit pattern creates an additional layer in the structure for decision-making.

7. The advantage of coordinated decision-making is lost in practice in the multi-unit pattern because decision-making is a function of the individual campuses and vested interests are involved.

8. The time required for making a decision is increased in the multi-unit arrangement.

9. There is a constant problem of agreement between units relative to decision-making in a multi-unit district.

10. There is a loss in efficiency relative to decision-making in the multi-unit pattern.

There is some overlap and ambiguity in the ten disadvantages listed above, but these ten responses represent the perceptions of the seven interviewees at Metropolitan Community College. There was no pattern to these responses relative to the position occupied by the interviewee.

Recommended Changes for Decision-Making

The interviewees were asked a final question in the structured interview concerning recommended changes in decision-making for student services. Only one interviewee failed to recommend changes by saying "...functioning

pretty well right now." Another interviewee felt that it would improve the quality of decision-making in student services if the three Campus Administrators were included each time student services was discussed in the District Council and the Administrative Cabinet. This interviewee identified his recommendation as an ideal situation.

The other five interviewees had one central theme in their recommendations, the reduction of district staff to facilitate decision-making for student services. Although there was no district staff for student services specifically, the interviewees identified a perceived need to reduce district staff for the areas of business services, instructional resources, physical plant, and printing. One interviewee gave as his reason for the cuts a perceived need to reduce or eliminate duplication of efforts. There was some difference of opinion among interviewees about the reduction of district staff in the business services area, but generally the interviewees favored reducing the staffs for accounting and purchasing. One interviewee summed up the general attitude of interviewees concerning changes when he said "...move decision-making as close to the point of action as possible."

General Observations

Congruence of Stated Procedures and Perceived Patterns

The degree of congruence between stated patterns for decision-making in student services and perceived patterns by the sixteen respondents was generally low, as identified by the Modified Decision Point Analysis Instrument. The data, when analyzed by item, revealed that for no item did all sixteen respondents identify the same role incumbent as being primarily responsible for making a particular decision. The greatest agreement or consensus consisted of fourteen respondents for a single item from Task Area II. Thirteen respondents achieved consensus for a single item from Task Area IV. Twelve respondents achieved consensus for three items, one from Task Area III and two from Task Area V. Eleven respondents agreed on three additional items including one each from Task Areas I, III, and V. Thus, for only eight of the twenty-five items did greater than 68.0 percent of the respondents achieve consensus.

Analysis of the data for consensus by Task Areas revealed greatest consensus for Areas IV and V. This analysis was based on examination of Task Areas where nine or more respondents were in agreement for the area items. Low consensus was identified for Task Areas I, II, and III,

with Task Area I having the least consensus. Identifiable response patterns accounted for the inconsistent responses in Task Area I. Administrators identified district level role incumbents as being primarily responsible for decision-making while Counselors identified campus level role incumbents for the same items. For Task Areas II and III the lack of consensus was the result of approximately half of the respondents identifying the Campus Administrator for Student Services and the other respondents identifying the Campus Administrator for Financial Aid and Placement (Task Area II) or the Campus Administrator for Student Activities (Task Area III). No identifiable response patterns were observed for individual campuses relative to consensus for the major Task Areas.

With the exception of the Chief Campus Administrators and their respective Campus Administrators for Student Services, the degree of consensus for selected groups of role incumbents was also low for Metropolitan Community College. At one campus the Chief Campus Administrator and the Campus Administrator for Student Services achieved consensus on twelve items (48.0 percent). At a second campus their counterparts achieved consensus on eleven items (44.0 percent) and at the third campus identical role incumbents achieved consensus on ten items (40.0 percent).

The Chief Campus Administrators, as a group, achieved consensus on only six of the twenty-five items (24.0 percent), the Campus Administrators for Student Services agreed on six items (24.0 percent) and the Counselors failed to achieve consensus for a single item. Analysis of the response patterns for Counselors by campus revealed Counselors at one campus agreed on six items (24.0 percent), at the second campus on five items (20.0 percent), and at the third campus on one item (4.0 percent). Counselors from the campus stressing the involvement of committees least had the highest consensus reported above (24.0 percent). Counselors from the campus stressing the use of committees achieved the 20.0 percent consensus reported above.

Knowledge of Respondents
Relative to Decision-Making

Structured interviews, informal interactions, and general observations revealed a general lack of knowledge, by Counselors, relative to decision-making in student services. The Counselors were able to describe campus level decision-making to a limited extent, but were generally unable to identify patterns district-wide. The Counselors, as a group, felt involved in decision-making although some felt the involvement was primarily related to decisions of minor rather than major concerns. Several of the Counselors were particularly

concerned about the use of committees and student involvement in decision-making at the campus level. One participant indicated there was a need for limitation on both the number of committees and committee assignments for individuals. Concern was also expressed over the lack of participation by students on committees. Students were identified as having an opportunity for involvement, but were perceived of as not attending and being unsure of their role relative to committee assignments.

Administrators were more informed relative to decision-making practices district-wide and also provided succinct descriptions of campus practices. However, each administrator tended to give a different interpretation of the role and function of individual role incumbents relative to decision-making. These interpretations and the differences among campuses concerning the procedures and practices for decision-making in student services accounted to some extent for the lack of consensus by respondents. However, response patterns by participants from the same campus indicated a general lack of knowledge and consensus concerning role incumbents who were primarily responsible for making specific decisions. This lack of consensus and knowledge was restricted to campus level decision-making as opposed to confusion between district and campus level responsibilities.

Summation

Metropolitan Community College District was a multi-unit district consisting of three campuses and utilized both district and campus level administrative structure. With the exception of the District Student Services Committee there was no formal structure at the district level for student services. The district was completely decentralized relative to procedures for decision-making in student services with the exception of the broad policy framework established by the Board of Trustees through the District Student Services Committee and the Administrative Cabinet.

Committees, students, and teaching faculty had an opportunity for involvement in decision-making in student services. There was substantial variation between campuses as to the actual and perceived involvement of these groups. Committees, particularly committee structures, differed in importance for decision-making at the campus level. Two role incumbents were significantly involved as both primary decision-makers and participants in decision-making (Campus Administrator for Student Services and the Campus Administrator for Counseling Services). The Chief Campus Administrators were involved as participants in decision-making for student services, but not as primary decision-makers.

Counselors were participants in all areas of decision-making for student services, but were not primary decision-makers. They also, as a group, displayed limited knowledge of who was primarily responsible for making decisions in student services.

Role incumbents interviewed at Metropolitan Community College found it impossible, with the exception of one interviewee, to identify advantages for decision-making in student services resulting from the multi-unit organizational pattern. However, interviewees were able to identify numerous disadvantages in response to a similar question focusing on disadvantages. Interviewees, when asked about recommended changes for the district relative to decision-making in student services, primarily recommended reducing the district level staff. These reductions were suggested primarily for the area of business services and were based on a perceived need to place decision-making as close to the action level as possible.

Metropolitan Community College was primarily decentralized relative to decision-making in student services and the personnel at the campus level perceived a need for further reduction of district level involvement in campus operations.

CHAPTER IV

THE DECISION-MAKING PATTERN OF RIVERSIDE COMMUNITY COLLEGE DISTRICT

This chapter is a description of the decision-making pattern of the third of three districts examined in this study. The district is described relative to its community, history and development, organizational structure and pattern of governance. For purposes of identifying the pattern of decision-making for the district, established procedures for decision-making are examined first. Next the role incumbents who make decisions and those who participate in decision-making are identified. Responses to structured interviews with selected role incumbents are then discussed. To complete the identification of decision-making patterns in the district, general observations collected during the field study are summarized.

Environment

The Community

Riverside Community College District served a geographical area of 1,312 square miles and a population of 921,237

(1970 Census). The district consisted of seven major governmental units. Four of these units had 100.0 percent urban populations. These four units experienced growth during the 1960-1970 decade and this growth ranged from a low of 5.7 percent to a high of 121.5 percent for the ten-year period. The three additional governmental units had urban populations of 35.4 percent, 65.6 percent and 89.6 percent. All three units showed substantial urban population increases in the 1960-1970 decade. Only one experienced a slight rural increase and two experienced a rural decrease. For the seven units population densities ranged from a low of 71.9 persons per square mile to a high of 7,395.7 persons per square mile. The two campuses of Riverside Community College District in operation at the time of observation were located in proximity to the 100.0 percent urban units having the largest populations. Projections for the area indicated continued economic and population growth through 1980. One projection called for 2,500,000 persons in the district in the next twenty-five years. Three new campuses were planned for areas anticipating the bulk of this population growth.

History and Development

The district was established by legislative action in 1964 for the purpose of operating one of a series of technical

colleges in the state. In 1966 Riverside Technical College was included in a new statewide system of comprehensive community colleges. Riverside Community College, as a technical college, enrolled 761 students initially in temporary facilities. A permanent campus was opened in 1969, with the temporary facilities retained as a second campus. In 1970-1971, the district served 14,564 students and enrolled 9,779 credit students with 3,423 at the original site and 6,356 at the new campus. Construction of a second permanent campus was scheduled to be completed in 1972.

Future plans called for three additional campuses to be completed by 1980. Two of these additional campuses were scheduled to open in temporary facilities in September, 1972, primarily as evening programs. The state legislature had approved funds for construction of permanent facilities for these two campuses and funding for the third was under consideration. Enrollment projections to 1980 indicated the district would serve over 13,000 full-time students with its five-campus multi-unit arrangement.

Pattern of Governance

Riverside Community College District was part of a statewide system of community colleges governed through a State Board for Community Colleges. The Chief District

Administrator was responsible, through the State Chancellor of Community Colleges, to the State Board for the operation of the district. There was a local community college board which served as an advisory group to the State Board for Community Colleges. The local boards in the state primarily functioned as recommending bodies to the State Board. There were extensive State Board policies, guidelines, and procedures governing the local operation of the community college districts. Riverside Community College District, therefore, had a local advisory board, but governance was through the State Board of Community Colleges.

Organization

Riverside Community College District was a multi-unit district with an administrative structure which included both campus and district administration. The district level administrative structure included persons responsible for Administrative Services, Instructional Services, and Student Services. The District Administrator for Administrative Services had a staff reporting to him representing the areas of data processing, institutional research, planning and development, personnel, and accounting. The District Administrators for Instructional Services and Student Services had no staffs and served in a coordinating role for their

respective areas. These district administrators were members of the Chief District Administrators' staff and had no line relationship with the campuses. One exception was the relationship between the District Administrator for Administrative Services and the Campus Business Manager.

The two campuses had identical administrative structures which included the Chief Campus Administrator with administrators reporting directly to him representing the various academic divisions, student services, continuing education, and learning resources. Figure 3 shows the basic administrative structure for district and campus level organization. Only student services is shown in detail at the campus level. Figure 3, nor the district organizational charts, reveal clearly the relationship of the Campus Administrator for Student Services and the Chief Campus Administrator. The Campus Administrator for Student Services was administratively "second in command" at the campus level as revealed by interviewees, policy statements, and general observation during the field study.

Procedures for Decision-Making in Student Services

Procedures for decision-making at Riverside Community College included campus committees, district-wide committees,

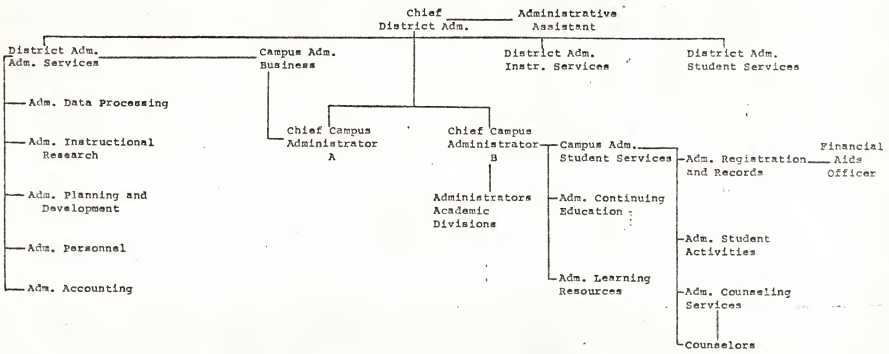


Figure 3. Table of Organization for Riverside Community College District

the District Council, and the Administrative Cabinet. Each of these components is discussed below relative to its influence on decision-making in student services.

Campus Committees

There were four standing campus committees for each campus whose members were appointed annually by the Chief District Administrator. Two of these committees (Admissions Committee and Learning Resources Committee) made recommendations to the Chief Campus Administrator. A third campus committee, the Committee of Review, made recommendations directly to the Chief District Administrator. The fourth campus committee, the Student Publications Committee, made recommendations to the Campus Administrator for Student Services. All four of these were advisory to the role incumbents identified above and included faculty and students in their memberships. Two of these committees functioned in the area of student services, the Admissions Committee and the Student Publications Committee. However, participants in the study and general observation during the field visit did not indicate that these committees were substantially involved in decision-making in student services beyond the role of recommending possible action to the appropriate district or campus administrator.

District-Wide Committees

There were five standing district-wide committees with the members (faculty, students, administrators) of each committee appointed annually by the Chief District Administrator. These committees were advisory in nature and each committee made appropriate recommendations to the Chief District Administrator. The committees were as follows:

1. College Convocation Committee,
2. Committee on Curriculum and Instruction,
3. Community Services Committee,
4. Student Services Committee,
5. Scholarship and Financial Aids Committee.

Two of the district-wide committees functioned in the area of student services. The Scholarship and Financial Aids Committee was charged with the responsibility of collecting and disseminating information relative to financial aid, selection of students for aid, and allocation of resources for financial aid to each campus. The Student Services Committee was responsible for matters in student services concerning district-wide policy relative to orientation, student government, student activities and student conduct.

Participants in the study identified these district-wide committees and specifically the two concerned with student services as not having substantial involvement in

decision-making in student services beyond providing recommendations to the Chief District Administrator.

District Council

The district utilized a forty-two-person, district-wide advisory group for the purpose of informing the Chief District Administrator of the inputs of faculty, staff, and students relative to the affairs of the district. The Chief District Administrator was an ex-officio member of the group. The membership included six students, twenty-four faculty members and twelve administrators in addition to the Chief District Administrator. Interviewees and participants in the study identified the District Council as important to decision-making in student services from the standpoint of providing additional input to the decision-making process. The Council also provided nominations to the Chief District Administrator for the purpose of selecting faculty and students to serve on the various district and campus committees previously described.

Administrative Cabinet

The Administrative Cabinet was identified by one interviewee as the "...primary decision-making body of the college." The Chief District Administrator served as chairman and the following role incumbents were members of the Cabinet:

1. District Administrator for Student Services,
2. District Administrator for Instructional Services,
3. District Administrator for Administrative Services,
4. Chief Campus Administrators (2),
5. Chief Campus Administrators for Student Services (2).

The Cabinet was primarily concerned with district-wide policy and administrative procedures for the campuses. Decision-making was by consensus rather than straw vote; however, the Chief District Administrator functioned as a critical and active participant in achieving this consensus. The agenda for the Cabinet was the responsibility of the Chief District Administrator, as all recommendations from the district and campus committees were directed to him. There was no fixed schedule relative to committee recommendations being presented to the Cabinet and one interviewee indicated he found it difficult to remain prepared for all possible items due to some items being delayed until a subsequent meeting of the Cabinet. The other interviewees also identified the Administrative Cabinet as an important factor in decision-making for student services.

Summary of Procedures

Procedures for decision-making in the district included the use of district and campus committees. Interviewees and role incumbents did not identify these committees as

substantially involved in decision-making for student services. The committees and the District Council were identified as sources of input for role incumbents primarily responsible for making decisions in student services.

The Administrative Cabinet was identified by one interviewee as the primary decision-making group for the district. Interviewees identified it as an important factor in decision-making for student services and also stressed the critical role of the Chief District Administrator relative to the operation of the Cabinet. Additional comments concerning the role of the Administrative Cabinet relative to decision-making are included later in this chapter.

Decision-Making Patterns Identified by the Modified Decision Point Analysis Instrument

The Modified Decision Point Analysis Instrument, as described in Chapter I, was utilized to collect responses from fourteen individuals. This sample included six persons selected on the basis of position occupied in the administrative structure and eight persons, generally described as counselors, selected randomly and representative of the two campuses in the district. All respondents received and completed the instrument in accord with the guidelines described in Chapter I. Respondents were positive in their attitudes

toward participation in the study.

The data, generated by the Modified Decision Point Analysis Instrument, are graphically displayed in frequency distributions. These distributions reflect the number of times a particular role incumbent was selected as either primarily responsible for making a decision or as having participated in making a decision. In addition, data are reported which identify the respondent's perception of his own involvement in decision-making.

For purposes of analysis and reporting the twenty-five decision items (each item representing a specific task in student services) were grouped according to the original five task areas identified for the study. This procedure was followed for two reasons, 1) the items were originally identified by task area, 2) the resulting N for each task area provided meaningful percentages of responses for each role incumbent. The five task areas are first reported individually in Tables 17-21 (Appendix E) and then in Table 22 (Appendix E) all five task areas are combined to reflect the total response pattern for the twenty-five items.

For Task Area I (Admissions, Registration, and Records) the Campus Administrator for Registration and Records received 19 rank 1 responses (N = 71) or 26.8 percent of the total responses. The Chief District Administrator received

15 rank 1 responses or 21.1 percent, the Campus Administrator for Student Services received 11 rank 1 responses or 15.5 percent, and the District Administrator for Student Services received 10 rank 1 responses or 14.1 percent of the responses for this same area. No other role incumbent received greater than 10.0 percent of the responses for this area. Primary or rank 1 responses for Task Area I were split between campus and district role incumbents. Note should be made of the primary decision-making role identified for the Chief District Administrator, as he ranked second in terms of rank 1 responses for Task Area I. The campus level role incumbents accounted for slightly more than 60.0 percent of the rank 1 responses while the district level role incumbents had greater than 36.0 percent of the responses.

For Task Area II (Placement and Financial Aid) the District Administrator for Student Services received 20 rank 1 responses (N = 75) or 26.7 percent of the total responses. The Campus Financial Aids Officer received 19 rank 1 responses or 25.3 percent, the Campus Administrator for Student Services received 16 rank 1 responses or 21.3 percent, and the Chief District Administrator received 10 rank 1 responses or 13.3 percent of the responses for Task Area II. No other role incumbent received greater than 10.0 percent of the rank 1 responses for this area. Again, there was a

split in rank 1 responses between district and campus level role incumbents. Note should be made of the 13.3 percent rank 1 responses received by the Chief District Administrator. The district level role incumbents accounted for 40.0 percent of the rank 1 responses for Task Area II.

For Task Area III (Student Activities) the Campus Administrator for Student Services received 27 rank 1 responses (N = 74) or 36.5 percent of the total responses. The District Administrator for Student Services received 17 rank 1 responses or 23.0 percent, the Chief Campus Administrator received 14 rank 1 responses or 18.9 percent, and the Chief District Administrator received 10 rank 1 responses or 13.5 percent of the responses for this same area. No other role incumbent received greater than 10.0 percent of the rank 1 responses for this area. As in Task Areas I and II, campus role incumbents were identified as primary decision-makers with the Chief District Administrator again receiving greater than 13.0 percent of the rank 1 responses.

For Task Area IV (Guidance and Counseling) the Administrator for Counseling Services received 17 rank 1 responses (N = 70) or 24.3 percent of the total responses. The Campus Administrator for Student Services received 12 rank 1 responses or 17.1 percent, the Chief Campus Administrator received 11 rank 1 responses or 15.7 percent, the Counselors

received 11 rank 1 responses or 15.7 percent, and the Campus Administrator for Registration and Records received 8 rank 1 responses or 11.4 percent of the responses for Task Area IV. No other role incumbent received greater than 10.0 percent of the rank 1 responses for this area. All role incumbents receiving rank 1 responses greater than 10.0 percent for Task Area IV were campus level personnel. Note should be made of the 15.7 percent rank 1 responses received by the Chief Campus Administrator since Area IV specifically concerned counseling services. This rate was also equal to that received by Counselors and greater than that received by the Campus Administrator for Registration and Records.

For Task Area V (Administration) the Campus Administrator for Student Services received 43 rank 1 responses (N = 74) or 58.1 percent of the total responses. The Chief District Administrator received 11 rank 1 responses or 14.9 percent, the Chief Campus Administrator received 11 rank 1 responses or 14.9 percent, and the District Administrator for Student Services received 8 rank 1 responses or 10.8 percent for this same area. No other role incumbent received greater than 10.0 percent of the responses for Task Area V. Campus role incumbents were identified by greater than 73.0 percent of the responses as primary decision-makers in this area. Note should be made of the perceived involvement of the Chief

District Administrator (14.9 percent) as he again was identified as a primary decision-maker in a major task area.

For the total Task Areas (I-V) the Campus Administrator for Student Services had a cumulative frequency of rank 1 responses equal to 109 (N = 364) or 30.0 percent of the primary responses. The District Administrator for Student Services had 61 rank 1 responses or 16.7 percent, the Chief District Administrator had 50 rank 1 responses or 13.7 percent and the Chief Campus Administrator had 43 rank 1 responses or 11.8 percent of the responses for all five major task areas. No other role incumbent received a percentage of rank 1 responses greater than 10.0 percent for all five task areas.

Participants in Decision-Making

The respondents' selections of role incumbents who participated in decision-making and the degree of their participation (e.g., a response of 2, 3, or 4, which represented a rank order according to the perceived extent of participation for a role incumbent for a particular item) are identified by examination of the frequencies and percentages recorded as ranks 2, 3, or 4 in Tables 17-22 (Appendix E). To facilitate this examination the data are highlighted in the paragraphs below.

For Task Area I (Admissions, Registration, and Records) the role incumbents receiving 15.0 percent or greater of the rank 2 (N = 66), rank 3 (N = 64), and rank 4 (N = 30) responses were the following:

	% Rank 2	% Rank 3	% Rank 4
1. Campus Administrator for Student Services	37.9	31.3	-
2. Chief Campus Administrator	19.7	-	-
3. Campus Administrator Counseling Services	18.1	15.6	23.4
4. Campus Administrator Registration and Records	15.2	-	-
5. Counselors	-	-	23.4

For Task Area II (Placement and Financial Aid) the role incumbents receiving 15.0 percent or greater of the rank 2 (N = 67), rank 3 (N = 57) and rank 4 (N = 28) responses were the following:

	% Rank 2	% Rank 3	% Rank 4
1. Campus Administrator for Student Services	44.8	21.0	-
2. Campus Administrator Registration and Records	14.9	-	32.1
3. Campus Financial Aids Officer	-	24.6	-
4. District Administrator Student Services	-	21.1	-

5. Campus Administrator Counseling Services	-	-	21.4

For Task Area III (Student Activities) the role incumbents receiving 15.0 percent or greater of the rank 2 (N = 71), rank 3 (N = 61), and rank 4 (N = 24) responses were the following:

	% Rank 2	% Rank 3	% Rank 4
1. Campus Administrator Student Services	43.7	-	-
2. Campus Administrator Student Activities	19.7	23.0	29.2
3. District Administrator Student Services	15.5	23.0	-
4. Chief Campus Administrator	-	18.0	-
5. Campus Administrator Registration and Records	-	-	16.7

For Task Area IV (Guidance and Counseling) the role incumbents receiving 15.0 percent or greater of the rank 2 (N = 67), rank 3 (N = 59), and rank 4 (N = 24) responses were the following:

	% Rank 2	% Rank 3	% Rank 4
1. Campus Administrator Student Services	38.8	25.4	16.7
2. Campus Administrator Counseling Services	26.9	20.3	25.0
3. Counselor	17.9	-	20.8

4. Chief Campus Administrator	-	22.0	-

For Task Area V (Administration) the role incumbents receiving 15.0 percent or greater of the rank 2 (N = 86), rank 3 (N = 62), and rank 4 (N = 26) responses were the following:

	% Rank 2	% Rank 3	% Rank 4
1. Chief Campus Administrator	29.1	-	-
2. Campus Administrator Counseling Services	20.9	25.8	19.2
3. Campus Administrator Student Services	19.8	-	-
4. District Administrator Student Services	-	19.4	-
5. Campus Administrator Registration and Records	-	16.1	15.4
6. Counselor	-	-	23.1

For the total Task Areas (I-V) the role incumbents receiving 15.0 percent or greater of the rank 2 (N = 357), rank 3 (N = 313), and rank 4 (N = 132) responses were the following:

	% Rank 2	% Rank 3	% Rank 4
1. Campus Administrator Student Services	36.1	19.5	-
2. Chief Campus Administrator	15.7	-	-

3. Campus Administrator Counseling Services	15.4	16.6	19.7
4. District Administrator Student Services	-	16.0	-
5. Campus Administrator Registration and Records	-	-	17.4
6. Counselor	-	-	17.4

Table 23 (Appendix E) is a summary of the responses for the total Task Areas (I-V) and includes all role incumbents with their total response patterns.

An examination of the data presented in the preceding paragraphs revealed that for all five areas only one role incumbent (Campus Administrator for Student Services) was identified as both a primary decision-maker and participant in decision-making. Two role incumbents were identified as primary decision-makers for four areas (Chief District Administrator and District Administrator for Student Services). The Chief District Administrator was not identified as a substantial participant in decision-making nor was the District Administrator for Student Services. The Chief Campus Administrator was identified as a primary decision-maker for three areas and as a participant for four areas. The Campus Administrator for Counseling Services was identified as a primary decision-maker for Task Area IV and as a substantial participant for all areas except III. Counselors

were identified as primary decision-makers for Area IV but with a low response rate. They were also identified as participants for three areas, but again with low response rates. The Campus Administrator for Registration and Records was identified as a primary decision-maker for Task Area I and was also identified as a participant for Areas II, III, and V.

Limited involvement, as either participants or primary decision-makers, was identified for the following role incumbents:

1. Community College Board,
2. Campus Administrator Student Activities,
3. Campus Financial Aids Officer.

The limited involvement for the Campus Administrator for Student Activities was important as, by title, he was primarily responsible for a major task area. For Task Area III (Student Activities) the Campus Administrator for Student Activities ranked below four other role incumbents in primary responses received. Generally, campus administrators and personnel were identified more often as primary decision-makers and participants than were district level personnel. This was particularly true for Task Areas IV and V (Guidance and Counseling, Administration). Counselors were not generally identified as participants or primary decision-makers.

Respondents' Perceptions of
Their Role in Decision-Making

Each of the fourteen respondents recorded perceptions of their participation in decision-making for each of the twenty-five items included in the Modified Decision Point Analysis Instrument. Respondents were asked to indicate their participation for each item by writing the number of one of four choices in Column II of the Modified Decision Point Analysis Instrument. The four choices were as follows:

1. Make the decision,
2. Recommend the decision,
3. Provide information,
4. None.

Table 24 (Appendix E) is a summary of the responses including frequency of response and percentage of responses (N = 25) for each category. The perceptions of role incumbents relative to their participation in decision-making generally tended to agree with the pattern of responses revealed by the Modified Decision Point Analysis Instrument.

The Counselors did not, as a group, identify themselves as primary decision-makers. There were observed differences between the Counselors relative to their campus location. The Counselors on one campus indicated non-involvement in

decision-making ranging from a low of twelve items to a high of nineteen items. At the second campus non-involvement in decision-making was limited to a range of one to seven items. Counselors at this second campus identified their involvement as equally divided between recommending or providing information for decision-making. At the first campus Counselors divided their responses between no involvement and providing information with the majority of responses in the no involvement category.

The District Administrator for Student Services identified his role as primarily one of recommending and providing information. However, the Chief District Administrator identified his role as that of primary decision-maker which agreed with the general pattern of responses on the Modified Decision Point Analysis Instrument. The two Chief Campus Administrators identified themselves as participants rather than primary decision-makers. One of the Chief Campus Administrators did indicate less involvement in decision-making than his counterpart. This role incumbent was located on the same campus as the Counselors who had indicated a general lack of involvement in decision-making. The two Campus Administrators for Student Services had similar patterns of responses, with both indicating primarily a participative role. This perception was not in agreement

with responses on the Modified Decision Point Analysis Instrument as the Campus Administrators for Student Services were identified as primary decision-makers by respondents.

Decision-Making Patterns Identified by Structured Interviews

Structured interviews, as described in Chapter I, were utilized to collect responses from six persons. These six included the Chief District Administrator, the District Administrator for Student Services, the two Chief Campus Administrators, and the two Campus Administrators for Student Services. The questions included in the interview guide were designed to elicit perceptions of the decision-making patterns of the district relative to student services. The guide was not rigidly followed, but served to insure that certain points were covered in each interview. The interviews tended to be freewheeling and open. Only one interviewee was perceived as reluctant to participate in the interview; however, he did seem to respond with openness and frankness relative to his view of decision-making in student services.

Relationship and Perceived Centralization of Student Services

The interviewees, when asked to describe the relationship between student services and the total educational

program, generally reported a positive relationship. The interviewees tended to stress the importance of the relationship between the Chief Campus Administrator and the Campus Administrator for Student Services in responding to the question. The role of student services was viewed by the interviewees as equal to that of the instructional program and each interviewee identified continued efforts that were underway to increase the cooperation and integration between these two areas. One interviewee felt that the leadership provided by role incumbents in the multi-unit organizational pattern had to be compatible. He indicated a personal desire to see more compatible relationships develop between key role incumbents at the campus level relative to student services. Another interviewee felt the relationship between the two areas was stronger than in many colleges and said that the program of student services was, "recognized and encouraged at this college."

When asked to describe the degree of centralization for decision-making in student services for the district the interviewees felt decision-making was decentralized and at the campus level when situations were clearly campus concerns. However, decision-making was identified as centralized relative to district-wide policy. Interviewees felt the greatest confusion occurred when situations were

neither clearly campus oriented or district oriented. The Administrative Cabinet was identified as the group primarily responsible for decision-making at the district level for conflict resolution. The District Administrator for Student Services was mentioned as an additional source of centralized decision-making, but this role incumbent was identified as a primary decision-maker only when the situation was clearly a district-wide concern.

Shared Areas of Decision-Making

To identify the decision-making responsibilities and relationships shared by three role incumbents (District Administrator for Student Services, Campus Administrator for Student Services, Chief Campus Administrator) three questions were asked. These questions paired each of these role incumbents with the other using all possible combinations.

Responses by interviewees identified as shared those decisions which affected all campuses. The interviewees indicated a decision had to be district-wide before all three role incumbents in question were involved. The interviewees identified the relationship between the two campus level role incumbents as one of line authority. One Campus Administrator for Student Services described the relationship when he said, "...uses me as his right hand man, I am directly responsible to the Chief Campus Administrator." The

interviewees identified the District Administrator for Student Services as having staff responsibility for developing the district-wide framework for student services and also functioning as a clearinghouse for district information relative to student services. One interviewee described his perception of the role of the District Administrator for Student Services when he said "his job is to get the Campus Administrators together on policy." This same interviewee questioned if there was any area shared between the three and felt rather the responsibilities and relationships were clearly divided and not overlapping. The interviewees, as identifiable groups, were congruent in their responses to the three questions asked. However, the District Administrator tended to emphasize his involvement in decision-making more than it had been by the two campus groups.

Participation in Decision-Making

Two questions were asked relative to participation in decision-making. The first concerned the extent of participation of faculty, students, and other groups in the decision-making process for student services. The second concerned the involvement of committees and other formal mechanisms in the decision-making process.

Responses to the first question identified limited participation by students and faculty in decision-making in student services. Only one interviewee stressed the involvement of students, and examination of the inclusion of students and faculty on committees in student services revealed limited membership by these groups. Counselors were not identified as being substantially involved in decision-making except in specific situations directly related to the counseling function. Generally the interviewees identified the students, faculty, and counselors as involved in decision-making, but failed to give detailed responses when asked for additional information regarding the degree of participation.

In response to the second question concerning formal mechanisms the interviewees indicated limited involvement for all committees and groups except the Administrative Cabinet. One interviewee indicated the Student Services Committee was "not used for decision-making." Another interviewee indicated the District Council did not make major decisions, but felt the Chief District Administrator was responsive to its recommendations. Generally, committees at both the district and campus level were not identified as being substantially involved in decision-making and only one formal group seemed to influence decision-making for the district, the Administrative Cabinet.

Advantages and Disadvantages of Multi-Unit for Decision Making

The interviewees were asked to identify advantages and disadvantages of the multi-unit organizational pattern relative to decision-making in student services. Three of the interviewees were able to identify what they considered to be advantages in decision-making as a result of the multi-unit organizational pattern. Two other interviewees identified advantages, but did not identify advantages specifically in the area of decision-making. One interviewee simply said, "I can't really think of any." The advantages identified by the three interviewees who did respond to the question, were as follows:

1. The availability of staff level personnel to develop ideas generated at the campus level, which might not be developed in a single campus district.

2. The availability of additional personnel to develop input for decision-making on a specific problem.

3. The availability of staff level personnel who possess a district-wide view of all situations, rather than campus level personnel who might be too close to a situation.

4. The availability of "fresh thoughts" such that decisions do not develop a sameness or staleness.

When asked about disadvantages, all six interviewees responded although there was some overlap in the disadvantages identified. The list which follows is a summary of

the responses:

1. The time utilized for making a decision is increased as a result of the interplay of relationships and functions in a multi-unit district.

2. The degree of autonomy in decision-making for each campus creates friction between district and campus level personnel.

3. The identification of decision-making levels for specific functions is more difficult in a multi-unit district.

4. The multi-unit pattern requires additional time for defining decision-making roles.

5. Decisions in a multi-unit district must of necessity take into account all campuses in the district.

6. Simple decisions are easily "blown out of proportion" in a multi-unit district.

The preceding lists include all advantages and disadvantages enumerated by the interviewees. With the exception of one interviewee, the role incumbents had a negative reaction to the questions of advantages and disadvantages for decision-making in multi-unit districts. Generally the interviewees indicated few perceived advantages and found it difficult to give specific examples of either advantages or disadvantages. Examination of the two sets of responses revealed overlap and contradiction between role incumbents' responses on these two questions.

Recommended Changes for Decision-Making

A final question was asked each interviewee concerning recommended changes in the decision-making pattern at Riverside Community College. The responses were varied with only two individuals sharing a common recommendation. Two of the interviewees felt the district needed to make a decision relative to the location (district or campus level) of placement and financial aid services. Both interviewees favored locating these services on the individual campuses rather than moving to a centralized pattern. One interviewee stressed the need for additional campus autonomy in decision-making and gave as examples of his concerns the catalogue and student activities. This same respondent indicated a perceived need for additional, "...report oriented services by the District Administrator for Student Services ...needs to be convinced he is not a dean or director."

Another interviewee questioned if the District Administrator for Student Services should move toward a line relationship with the campus, but indicated he really did not favor the idea. This same person indicated a possible advantage in hiring highly compatible persons for administrative roles that required close relationships, but also rejected the idea for fear inbreeding might result. One interviewee expressed a desire to develop procedures for a

weekly decision-making process to speed decision-making in the district. A final recommendation, or concern, was expressed by an interviewee who felt relatively pleased about campus level decision-making, but was openly negative about a "minority campus" making decisions effecting a "majority campus." This person basically expressed dissatisfaction with decisions made for one campus as a result of inputs from what he identified as a "minority campus."

General Observations

The degree of congruence between stated patterns for decision-making in student services and perceived patterns by the fourteen respondents was extremely low, as identified by the Modified Decision Point Analysis Instrument. The data, when analyzed by item, revealed that for no item did all fourteen respondents identify the same role incumbent as being primarily responsible for making a particular decision. The greatest agreement or consensus consisted of eleven respondents for two items, one each from Task Areas II and V. Ten respondents achieved consensus for one item from Task Area V, with nine respondents also in agreement on another item from Area V. Eight respondents achieved consensus on two items, one each from Task Areas III and IV. Thus, for only three of the twenty-five items did greater than 71.0

percent of the respondents achieve consensus.

The data, when analyzed by Task Area, revealed greatest consensus for Task Area V with Task Area IV representing the next highest degree of consensus. Task Areas I and II had similar low patterns of consensus with Task Area III having the least consensus. Identifiable response patterns accounted for the lack of consensus for the five task areas. The Counselors, as a group, failed to achieve consensus for a single item and had random response patterns not in agreement with each other or with administrative respondents. The Counselors tended to identify district level role incumbents when other respondents identified campus level role incumbents and vice versa.

However, the degree of consensus for selected groups of role incumbents was higher at Riverside Community College when administrative relationships were examined. The Chief Campus Administrator and the Campus Administrator for Student Services at one campus achieved consensus on thirteen of the twenty-five items (52.0 percent) and their counterparts at the other campus achieved agreement on eight items (32.0 percent). The Chief Campus Administrators achieved consensus on nine items (36.0 percent) and the Campus Administrators for Student Services agreed on eleven items (44.0 percent). The Chief District Administrator and the District Administrator

for Student Services achieved consensus on ten items (40.0 percent). As described above the Counselors, as a group, failed to achieve consensus for a single item. The Counselors from one campus did achieve consensus on one item (4.0 percent), but no consensus by Counselors was achieved at the second campus.

With the exception of selected role incumbents the responses to the Modified Decision Point Analysis Instrument revealed a general lack of consensus among respondents relative to primary decision-makers.

Knowledge of Respondents
Relative to Decision-Making

Structured interviews, informal interactions, and general observations revealed a general lack of knowledge, particularly by Counselors, relative to decision-making in student services. Counselors were able to describe decision-making clearly only in one area, the counseling function. However, even in this area there was disagreement and confusion between respondents. The following comments by Counselors tend to highlight their responses during informal interactions:

1. I'm not really aware of who makes decisions.
2. The policy is not spelled out on who has the final decision.

3. It is difficult to pinpoint who participates in decision-making.

4. I find it difficult to get a clean picture of who did make the decision.

The greatest confusion experienced by Counselors centered on the role of the District Administrator for Student Services. The following comments recorded during the field study highlight this confusion:

1. I don't know what he does...only role is in financial aid. He is suppose to be over both campuses, but...well, I just don't know.

2. I really don't know what he does. I wonder what benefit he really is.

3. I really couldn't say...I imagine he helps set policy.

4. That's a good question. I was never informed of what his position was and other than coordinate the whole student services scheme I don't know.

5. His function is completely unclear to me.

The administrators who participated in structured interviews were able to describe the decision-making patterns at Riverside Community College with greater accuracy and congruence than Counselors. They were also able to describe the role of the District Administrator for Student Services. However, there were variations in the interpretation given by each administrator. This variation in interpretation accounted in some part for the lack of consensus reported earlier for the Modified Decision Point Analysis Instrument. Generally

the respondents displayed limited knowledge of the decision-making patterns and primary decision-makers in the district. There were selected role incumbents who could describe in detail the decision-making patterns, but even these persons disagreed substantially when asked to identify primary decision-makers for specific decisions in student services.

Summation

Riverside Community College District was a multi-unit district consisting of two campuses and utilized both district and campus level administrative structure. Decision-making in student services was centralized in terms of establishing district-wide policies and procedures. Implementation of policy was a campus function with the Campus Administrator for Student Services the primary decision-maker. The Chief District Administrator and the Administrative Cabinet were substantially involved in decision-making relative to student services. The Community College Board was not substantially involved in decision-making for student services and was advisory to the State Board for Community Colleges.

Committees, students, and teaching faculty had little direct influence on decision-making in student services. One role incumbent, the Campus Administrator for Student Services, was significantly involved as both a primary decision-maker

and participant in decision-making. Two other role incumbents were primary decision-makers in student services (Chief District Administrator and District Administrator for Student Services). The Chief Campus Administrators and Campus Administrators for Counseling Services were primary decision-makers and participants for selected areas of student services. Counselors, as a group, had limited involvement and knowledge of decision-making in student services.

Role incumbents interviewed at Riverside Community College, with the exception of one interviewee, had negative reactions to questions concerning advantages and disadvantages for decision-making resulting from the multi-unit organizational pattern. Interviewees, when asked about recommended changes for decision-making, stressed the need for additional campus autonomy and clarification of roles for selected role incumbents.

The greatest confusion concerning decision-making in student services centered on the role of the District Administrator for Student Services. Counselors, as a group, experienced greatest confusion on this point. Administrators were able to describe this person's role and function with greater success, but also varied in their interpretation of his basic responsibilities.

Riverside Community College utilized both centralized and decentralized decision-making patterns in student services with the Chief District Administrator and the Administrative Cabinet having substantial involvement in student services.

CHAPTER V

COMMONALITIES AND DIFFERENCES IN DECISION-MAKING PATTERNS FOR THE THREE PARTICIPATING DISTRICTS

In the preceding chapters the decision-making patterns of the three participating districts for the study have been described. This chapter has as its focus the commonalities and differences identified between the decision-making patterns of the three districts. The discussion is based on an examination of the established procedures for decision-making, role incumbents who participate in decision-making, and general observations.

Procedures for Decision-Making

Organizational Structure

Each of the three districts utilized a different organizational structure and in each district the procedures for decision-making were influenced by the structure utilized. Metropolitan District had no District Administrator for Student Services and as a result the Campus Administrator for Student Services had a substantial influence as a primary decision-maker in student services.

Riverside District had a District Administrator for Student Services who was in a staff role. This role incumbent had no staff other than secretarial assistance and had no direct responsibility for specific areas within student services. However, respondents identified this role incumbent as a primary decision-maker for four of the five task areas utilized in the study. He did not receive high response rates for any of these four areas, indicating his broad district-wide responsibility rather than individual campus involvement.

Transitional District utilized a District Administrator for Student Services in a staff role; however, this role incumbent had direct responsibility for the areas of student activities, athletics, financial aids, and admissions. As a result of this pattern the District Administrator at Transitional Community College had a primary decision-making role for these centralized functions in addition to his involvement district-wide.

Committee Structure

There was considerable variation between districts relative to the influence of committees on decision-making in student services. District-wide Student Services Committees were used in each of the districts. Metropolitan Community

College utilized its Student Service Committee for developing broad policies and the framework for decision-making in student services. The committee did not become involved in campus level decision-making as each campus had its own committee structure. There was considerable variation between campuses relative to the influence of committees on decision-making, even though each campus committee structure was very similar.

The Riverside District had two district-wide committees for decision-making in student services (Scholarship and Financial Aids, and the Student Services Committee). Neither of these committees had a primary role in decision-making beyond providing administrative role incumbents with recommendations. There were campus committees at Riverside, but like the district-wide committees, these campus committees were not significantly involved in decision-making.

The district-wide Student Services Committee at Transitional Community College was less involved in decision-making than similar committees in either of the other districts. The Student Services Committee at Transitional was primarily concerned with student activities and did not deal with matters from the other major areas of student services. There were no campus committees at Transitional for decision-making in student services.

Thus, in the three districts, committees at the district level were not significantly involved in decision-making for student services. Only one district (Metropolitan) had campus level committees for student services which were substantially involved in decision-making. Even at Metropolitan only one of these campuses utilized a decision-making pattern substantially dependent upon committee action.

In addition to campus and district committees, two of the districts (Metropolitan and Riverside) had district councils which provided input for decision-making. These councils, in both districts, had no direct or substantial involvement in decision-making for student services.

Administrative Cabinets

Each of the districts utilized an Administrative Cabinet in the district-wide decision-making process. The membership varied between districts, but generally included the key administrative role incumbents for each district. One district (Transitional) had faculty and student representation on the Cabinet in addition to administrators. The Administrative Cabinets at Transitional and Metropolitan were not substantially involved in decision-making for student services. The Administrative Cabinets in these two districts were primarily concerned with district-wide policy decisions and tended to provide only a general framework for decision-

making at the campus level. Transitional District also utilized the Management Team at the district level for the stated purpose of planning and coordination, but the role and function of this unit was ill defined and poorly communicated within the district. Data, collected during field study, did not identify the Management Team as being involved in decision-making for student services.

The Administrative Cabinet for the Riverside District was involved in decision-making for student services at both the district and campus level. The Chief District Administrator was a primary decision-maker for student services and served as chairman for the Cabinet. The Campus Administrators for Student Services were members of the Cabinet and this accounted to some extent for the involvement of the Cabinet in decision-making for student services.

In the three districts studied, the Administrative Cabinets were not substantially involved for two of the districts (Metropolitan and Transitional). However, the Administrative Cabinet was substantially involved in decision-making for student services at Riverside.

Role Incumbents as Decision-Makers

Primary Decision-Makers

The role incumbents who were primary decision-makers

varied slightly between the three districts studied. The organizational structure utilized in the district was important in identifying the role incumbents involved as two of the districts had district level administrators responsible for student services (Transitional and Riverside). The third district (Metropolitan) had no such role incumbent. Also the centralized functions of student services (admissions, financial aids, athletics, student activities) at Transitional District were important in the identification of primary decision-makers. The two factors just cited, organizational structure and centralized functions, accounted in part for variations between districts relative to primary decision-makers.

In the two districts utilizing District Administrators for Student Services these role incumbents were primary decision-makers for student services. However, there were substantial differences in the degree of their involvement. At Transitional District the District Administrator for Student Services was involved to a greater extent than at Riverside where this same role incumbent was not responsible for specific functions within student services. At Metropolitan District, where there was no District Administrator or centralized student services function, the Board of Trustees and the District Student Services Committee were more

involved in two areas of student services as primary decision-makers than in the other districts.

The Campus Administrators for Student Services were primary decision-makers in all three districts. The degree of involvement was greatest for this role incumbent at Metropolitan as a result of the absence of a District Administrator for Student Services. It was difficult to compare the degree of involvement of the two counterparts at Riverside and Transitional as their responsibilities were somewhat different. For example, this role incumbent at Transitional had responsibility for guidance and counseling while at Riverside the Administrator for Counseling Services had this responsibility.

Two of the districts utilized an Administrator for Counseling Services (Metropolitan and Riverside). These two role incumbents were the primary decision-makers in the area of guidance and counseling, but were not primary decision-makers for other areas within student services. As indicated above, the Campus Administrator for Student Services had this responsibility at Transitional District.

All three districts had Administrators for Registration and Records who were primary decision-makers in the area of admissions, registration, and records. These role incumbents were not the primary decision-makers for any other area

within student services, but in two districts (Transitional and Metropolitan) they were involved to a limited extent in the guidance and counseling area.

The three districts had Administrators for Placement and Financial Aids and these role incumbents were primary decision-makers for the areas of placement and financial aids within student services. However, in one district (Riverside) the Financial Aids Officer was not the primary decision-maker. He was one of four role incumbents with a primary role in this area. None of these role incumbents were primary decision-makers for other areas within student services in any of the districts.

The three districts each had an Administrator for Student Activities, but in the Riverside District this role incumbent was not a primary decision-maker. In the other two districts the Administrator for Student Activities was a primary decision-maker, but in both districts ranked behind other role incumbents in the degree of involvement. The Administrators for Student Activities were the only role incumbents responsible for a specific task area, by title, who were not the primary decision-makers for their areas in the districts studied.

The involvement of the Chief Campus Administrator as a primary decision-maker in student services was restricted

to Task Area V (Administration) in two of the districts, Transitional and Metropolitan. In the Riverside District this role incumbent was a primary decision-maker for the areas of student activities, guidance and counseling, and administration.

The Chief District Administrators in two of the three districts (Transitional and Metropolitan) were not primary decision-makers for any area within student services. However, the Chief District Administrator in the Riverside District was a primary decision-maker for four of the five task areas within student services. The only area for which he was not a primary decision-maker was guidance and counseling.

The Board of Trustees was a primary decision-maker for specific areas within student services in only one district, the Metropolitan District. The Board was a primary decision-maker for Task Area I (Admissions, Registration, and Records), Task Area II (Placement and Financial Aids), and Task Area III (Student Activities).

Counselors were primary decision-makers for only one area, guidance and counseling, in all three districts. In the Metropolitan District, Counselors were also primary decision-makers for Task Area V (Administration). However, the degree of involvement was low for this additional

area at Metropolitan.

For all three districts studied, the role incumbents who had the greatest degree of involvement as primary decision-makers were the District Administrators for Student Services and the Campus Administrators for Student Services. Those role incumbents second in degree of involvement were the Administrators for Registration and Records, the Administrators for Counseling Services and the Administrators for Placement and Financial Aids. Those role incumbents third in degree of involvement were the

1. Administrators for Student Activities,
2. Boards of Trustees,
3. Chief Campus Administrators,
4. Chief District Administrators,
5. Counselors.

The Riverside District differed most in terms of role incumbents who were primarily responsible for decision-making in student services. Of the three districts studied only at Riverside did the Chief District Administrator have a primary decision-making role. Also the Chief Campus Administrator had greater involvement in decision-making relative to student services at Riverside.

Participants in Decision-Making

The three districts studied had a common element relative to role incumbents who participated in decision-making for student services. In all three districts the Campus Administrator for Student Services was significantly involved as a participant for all five task areas in student services.

For the two districts utilizing District Administrators for Student Services there was variation in the degree of participation for each. At Transitional District this role incumbent had substantial participation while at Riverside this role incumbent had limited participation in decision-making. One reason for this difference was the centralization of certain functions of student services under the District Administrator at Transitional and his primary decision-making role at Riverside.

In the two districts utilizing an Administrator for Counseling Services there was variation in the degree of participation for each of these role incumbents. At Metropolitan this role incumbent had substantial participation in decision-making while at Riverside this role incumbent had very restricted participation in decision-making.

Counselors were significant participants in only one of the three districts studied (Transitional). At

Metropolitan, Counselors were not significant participants in decision-making district-wide; however, there was substantial variation between campuses within the district relative to participation by Counselors. Counselors were not substantially involved as participants in decision-making in the Riverside District.

The Chief Campus Administrators were participants in decision-making for student services for all three districts. This role incumbent had less involvement in the Riverside District as a participant than in the other two districts. One reason for this difference was this role incumbent's primary decision-making responsibility in student services at Riverside.

In all three districts the Administrators for Student Activities were participants in decision-making for Task Area III (Student Activities). The high degree of participation by these role incumbents was misleading in that, by title, they had primary responsibility for Task Area III. However, as described earlier in none of the districts studied did these role incumbents have the primary decision-making responsibility for Task Area III.

The following role incumbents had limited, and in some districts, no participation in decision-making for student services:

1. Administrators for Placement and Financial Aid,
2. Boards of Trustees,
3. Chief District Administrators,
4. District Student Services Committee (Metropolitan).

Respondents Perceived Roles

The three districts were very similar in terms of role incumbents' perceptions of their involvement in decision-making for student services. The Counselors in all three districts did not perceive of themselves as primary decision-makers. In two of the districts (Metropolitan and Riverside) the campus location of the Counselors was important relative to perceived role. Counselors in these districts, at specific campuses, perceived their involvement as substantially greater in recommending and providing information for decision-making than their counterparts on other campuses in each district. Campus location was not a factor in the Counselors perceived role in decision-making at Transitional District.

Generally, the administrative role incumbents' perceptions of their involvement in decision-making agreed with response patterns on the Modified Decision Point Analysis Instrument in all three districts. There were individual variations in each district where a specific role incumbents'

perception did not agree with responses to the Modified Decision Point Analysis Instrument. These variations occurred in each of the districts and had no pattern relative to the position occupied by the role incumbent.

General Observations

Degree of Centralization/Decentralization

Two of the three districts were similar in the degree of decentralization of decision-making for student services (Transitional and Riverside). Each of these districts utilized a District Administrator for Student Services and as a result some decisions were centralized. However, each was also different enough relative to organizational structures and procedures for decision-making such that observable differences existed between them. At Transitional the District Administrator was responsible for specific areas in student services so that decisions tended to be centralized relative to admissions and records, financial aid, athletics, and student activities. At Riverside the centralization of decision-making in student services was more directly related to the roles played by the Chief District Administrator and the Administrative Cabinet rather than the District Administrator for Student Services. Areas of decision-making centralized at Riverside were similar to

those at Transitional (e.g., admissions, activities, financial aid, etc.), but the role incumbents influencing this centralization were different.

Metropolitan District had no District Administrator for Student Services and as a result fewer decisions were centralized in student services and decision-making was primarily a campus responsibility. However, at Metropolitan decisions for admissions, financial aid, and activities were influenced by district-wide policy emanating from the Board of Trustees and the District Student Services Committee, but the degree of centralization of decision-making was much less for these areas. Also, the Metropolitan District was more decentralized overall than the other districts relative to decision-making in student services.

Shared Decision-Making

Only in the Riverside District were decisions shared, in the perception of respondents, relative to decision-making in student services. These shared decisions at Riverside were those which are not easily identifiable as strictly campus or district-wide decisions. As stated earlier, a decision had to affect all campuses before the District Administrator for Student Services, the Campus Administrator for Student Services, and the Chief Campus

Administrator were involved. However, this procedure was somewhat clouded by the influence of the Administrative Cabinet as the above named role incumbents, plus additional district level personnel, made up its membership. Regardless of this clouding, there were procedures at Riverside for shared decision-making in student services.

As a result of the administrative structure, the membership of the Administrative Cabinet, and the detailed responsibility for decision-making at both Transitional and Metropolitan, there was little perceived shared decision-making in student services. In both districts, in the perception of respondents, the relationships of role incumbents relative to decision-making were such that specific decisions were the direct responsibility of identifiable role incumbents. This was particularly true at Transitional where documents identifying decision levels were utilized. At Metropolitan the only decisions perceived of as shared were those relating to budget and "image." Also at Transitional and Metropolitan the absence of Campus Administrators for Student Services on the Administrative Cabinets influenced the lack of shared decision-making.

Generally, decisions were not perceived of as shared at Transitional and Metropolitan while decisions involving all campuses were perceived of as shared at Riverside.

Congruence and Consensus of Respondents

The congruence between stated patterns for decision-making in student services and perceived patterns by respondents in each of the three districts was generally low. In none of the districts did all respondents identify the same role incumbent as primarily responsible for making a particular decision. The respondents at Transitional had the greatest congruence between stated and perceived patterns. Respondents at Metropolitan had the second highest degree of congruence and respondents at Riverside had the least congruence.

Similarities and differences existed between districts relative to the degree of consensus achieved by selected groups of role incumbents. In each of the three districts Counselors, as a total group, did not achieve consensus for the identification of primary decision-makers. However, campus patterns existed for Counselors in each district. For example, Counselors from one campus at Transitional agreed on fifteen items (60.0 percent) relative to the primary decision-maker for each item.

The Chief Campus Administrators and their respective Campus Administrators for Student Services were in greater agreement concerning primary decision-makers than any other group of role incumbents. The greatest agreement for these

role incumbents, as with Counselors above, was at Transitional Community College.

At Transitional and Riverside, where District Administrators for Student Services were utilized, these role incumbents had a high degree of consensus with the Executive Officer for the District and the Chief District Administrator respectively.

In all three districts relatively low patterns of consensus existed between the Chief Campus Administrators. A similar low pattern of consensus existed between the Campus Administrators for Student Services in each of the three districts studied.

For specific task areas consensus in each district was highest for Task Area IV (Guidance and Counseling). Task Areas II and III had the least consensus in each district and there were variations between districts relative to Task Areas I and V.

Generally, the consensus of respondents in all three districts relative to primary decision-makers in student services was low as was the congruence between stated and perceived patterns for decision-making. Consensus was greatest in the Transitional District and least in the Riverside District.

Knowledge of Respondents

In all three districts studied Counselors, as a group, had a lack of knowledge and degree of confusion relative to decision-making patterns and procedures. Their knowledge of campus patterns was greater than that of district-wide procedures, as evidenced by response patterns on the Modified Decision Point Analysis Instrument and informal interviews. Generally, the Counselors at Transitional and Metropolitan were more knowledgeable of decision-making patterns than Counselors at Riverside. Counselors in two of the districts (Transitional and Riverside) had specific points of confusion. At Transitional this confusion centered on the role of the Management Team and at Riverside it centered on the role of the District Administrator for Student Services. The problem and confusion at Riverside was more acute relative to decision-making as the role incumbent in question was directly involved in the student services area.

The administrative role incumbents in all three districts were more informed than Counselors relative to decision-making procedures and patterns. With a few minor exceptions these individuals were able to describe the procedures and patterns succinctly. However, in the case of each administrator a personal interpretation was added such that variations occurred when responses were requested to

a single question concerning decision-making in student services. These personal interpretations accounted in part for the lack of congruence identified for decision items within each district.

Perceived Advantages and Disadvantages in Multi-Unit Districts

Although questions relative to advantages and disadvantages for decision-making in multi-unit districts are discussed in the following paragraphs, the responses generally failed to provide data which related directly to questions asked. Rather, the responses tended to identify "gripes" and specific concerns of individual situations which may or may not represent actual advantages or disadvantages for decision-making.

Role incumbents in each of the districts were aware of numerous perceived disadvantages for decision-making in student services resulting from the multi-unit organizational structure. They were not as aware of advantages resulting from this multi-unit pattern. All role incumbents were able to identify and explain the rationale for utilizing a multi-unit district structure, but the majority were not able to relate to questions focusing on decision-making. Negative reactions to questions concerning advantage and disadvantages were not restricted to a single district, but

rather were common to all districts.

Role incumbents at Transitional and Riverside were better able to identify perceived advantages than their counterparts at Metropolitan. In fact, at Metropolitan only one role incumbent perceived advantages as existing in the multi-unit structure for decision-making. Generally, the advantages identified by role incumbents focused on the benefit of additional input for the decision-making process. This focus had two major thrusts: 1) the availability of counterparts from each campus working together, and 2) the availability of staff personnel providing district-wide objectivity to the decision-making process. Some role incumbents also felt the opportunity for decision-making at the campus level provided immediate feedback on decisions, greater identification of decision-makers, increased belongingness for personnel, and decision-making for smaller numbers of students.

The role incumbents in each of the three districts found it easier to identify perceived disadvantages. This was particularly true in the Metropolitan District. The perceived disadvantages had as their primary focus the

1. additional time required for making decisions,
2. increased paperwork, communications, and personnel necessary for making decisions,

3. problem of defined levels of responsibility for decision-making,

4. loss of flexibility in the desire for "sameness" between campuses,

5. and the philosophical differences existing between campuses for decision-making models or patterns.

Some role incumbents also felt that the multi-unit pattern created too many bosses for decision-making and that the decision-makers were harder to identify than in a single campus district.

Regardless of the validity of the advantages or disadvantages specifically listed above, the role incumbents in the three districts did not have positive feelings about decision-making in multi-unit districts. Interviews, informal interactions, and observations in each district support the preceding statement. This does not mean the role incumbents were negative about multi-unit districts, as in each district most role incumbents were generally positive about the rationale behind such districts. However, they did not generally feel this type of organizational structure resulted in increased advantages for decision-making in student services.

Recommended Changes

There were role incumbents in each district studied who were interested in changing the decision-making process

for student services, however, in each district there were also a few persons that felt no changes were needed. For those role incumbents recommending change there was one recommendation common to all districts, increased campus autonomy relative to decision-making in student services. This recommendation was strongest in two districts (Transitional and Metropolitan). In both of these districts proposals for achieving this end focused on the reduction of district level staffs. This was true at Metropolitan even though there was no district level administrator specifically concerned with student services. Recommendations for change in addition to this one common felt need were specifically directed to individual district situations. None of the recommendations suggested increased involvement of counselors, faculty, or students in the decision-making process in student services. Also, none of the recommendations focused directly on the perceived disadvantages for decision-making in multi-unit districts. However, some role incumbents recommending increased campus autonomy in decision-making viewed it as a way of correcting some of the disadvantages listed previously.

Summation

The procedures for decision-making relative to student services were influenced more by role incumbents than structure utilized in each of the three districts. However, organizational structure was important to decision-making to the extent it provided for District Administrators for Student Services. Committees did not substantially influence decision-making in the three districts, with the exception of one campus in the Metropolitan District. The Administrative Cabinets utilized in the three districts influenced decision-making in varying degrees and only at Riverside did the Administrative Cabinet have substantial influence.

The two groups of role incumbents having the greatest degree of involvement as primary decision-makers in the districts studied were the Campus Administrators for Student Services and the District Administrators for Student Services. The Riverside District had the most unique pattern relative to primary decision-makers, as the Chief District Administrator and the Chief Campus Administrators were primary decision-makers in student services. In all three districts the Administrators for Student Activities had either no primary roles or very minor roles as primary decision-makers.

Participation in decision-making for role incumbents varied for each district. In all three districts the Campus Administrators for Student Services and the Chief Campus Administrators were substantial participants. Only in the Transitional District were Counselors significant participants in decision-making district-wide. At Metropolitan there were substantial variations between campuses relative to participation by Counselors. District variations existed relative to participation by District Administrators for Student Services and Administrators for Counseling Services. Similar patterns of perceived participation in decision-making existed for each district.

The three districts were in varying patterns of decentralization relative to decision-making. Metropolitan was, with the exception of a district-wide framework for decision-making, totally decentralized. Transitional was in the process of decentralization and was more decentralized than centralized. Riverside, while having a decentralized structure, was centralized to a large extent for decision-making.

The congruence between stated patterns for decision-making in student services and perceived patterns by respondents was generally low in all three districts. The congruence and degree of consensus of respondents was

highest at Transitional and lowest at Riverside. The two groups of role incumbents having the highest degree of consensus relative to identification of primary decision-makers were the Chief Campus Administrators and their respective Campus Administrators for Student Services.

Role incumbents in each of the districts did not generally feel the multi-unit organization pattern offered major advantages relative to decision-making in student services. However, they did perceive many disadvantages inherent in this type of structure. They did not, when asked about recommended changes, suggest methods for removing these disadvantages. The single common recommendation from all three districts focused on a felt need for greater campus autonomy.

CHAPTER VI

SUMMARY, GENERALIZATIONS AND IMPLICATIONS, RECOMMENDATIONS

The focus of this study was the locus of formal decision-making in regard to specific tasks of student personnel services in selected multi-unit community college districts. The study was designed to form a basis for developing generalizations relative to the evolving practices for decision-making in student personnel services in these districts. Specifically, the study sought to answer two questions:

1. What are the procedures that exist for making decisions in the student personnel area in multi-unit community college districts?

2. What role incumbents make decisions concerning specific tasks in the student personnel area in multi-unit community college districts?

Three multi-unit community college districts were selected for inclusion in the study based on their ability to meet criteria established for the study, their willingness to participate in the study, and their pattern of statewide governance.

A review of the literature of task areas in student personnel services provided the identification of five major task areas and five specific tasks within each area for utilization in the study. These task areas and specific tasks provided the focus for one of two data collection instruments in the study, the Modified Decision Point Analysis Instrument. In addition to this instrument, a structured interview guide was used to collect responses from selected role incumbents. Data were also collected through a review of documents and records and general observations in each district.

Structured interviews with selected role incumbents, examination of documents and records, and general observations provided identification of established procedures for decision-making in each of the three districts. To identify role incumbents primarily responsible for making decisions and those role incumbents who participate in decision-making, responses to the Modified Decision Point Analysis Instrument were analyzed in terms of the frequency of primary and participatory rank order responses received by specific role incumbents in each district.

Each district was then described relative to 1) established procedures that exist for decision-making, 2) primary decision-makers, and 3) participants in decision-making.

Next, decision-making patterns as revealed by structured interviews were discussed and finally general observations for each district were presented.

Generalizations and Implications

The generalizations are reported in three sections in a tabular form. The order in which the generalizations are presented does not imply an order of priority. Each section is numbered and generalizations, with accompanying implications, are correspondingly numbered.

1. Procedures for Decision-Making

1.1 Generalization: The administrative and organizational structure utilized in each district had an influence on the procedures for decision-making in student personnel services, but role incumbents had substantially greater influence than administrative structure on procedures for decision-making.

Implication: In a multi-unit district desiring change, the personnel selected to occupy positions within the administrative structure may have greater influence on change than administrative reorganization. An exception to this might be a situation in which the structure serves as an inherent constraint regardless of the role incumbent selected.

1.2 Generalization: District-wide and campus committees for decision-making in student services were found in each of the three districts studied. These committees were not, in the perception of the respondents, significantly involved in the decision-making process.

Implication: Though it is currently popular in administrative theory to stress the involvement of persons in the decision-making process, the reactions of respondents in the districts studied raise questions concerning the use of committees for this purpose. Few of the respondents voiced dissatisfaction with the present functioning of committees; rather, at the one campus where committees were stressed, concern was expressed over the number of committees utilized and the time required for decision-making through committee action.

1.3 Generalization: Administrative Cabinets were utilized in each of the districts studied and varied in their impact on decision-making procedures as a result of their membership and operational procedures.

Implication: Through the functioning of the Administrative Cabinet, the procedures for decision-making in multi-unit districts can either be highly centralized or highly decentralized. This is particularly possible when committees

are not significant in the decision-making process and key administrative role incumbents thereby assume greater responsibility for decision-making. In those districts where administrators for student services are not members of the Cabinet, this may result in decisions being made for student services without the input of professionals from the student services area.

2. Role Incumbents as Decision-Makers

2.1 Generalization: Organizational structure and centralized functions for student personnel services had an influence on who primary decision-makers were within the districts studied.

Implications: Multi-unit districts which utilize organizational structures stressing the role of a District Administrator for Student Services and centralized functions for student personnel services will tend to have increased numbers of primary decision-makers at the district level. If there are no centralized student personnel functions or District Administrators for Student Services in a multi-unit district primary decision-makers at the campus level will tend to increase both in numbers and degree of involvement.

2.2 Generalization: Regardless of the administrative structure utilized in the districts studied the Campus

Administrators for Student Services generally were primary decision-makers for all major task areas of student services.

Implication: In multi-unit districts it would seem critical that competent and well trained persons be selected for these campus level positions. Data also indicate a possible advantage in selecting persons for these roles who are skilled in decision-making techniques, with demonstrated ability in implementing roles.

2.3 Generalization: Role incumbents responsible for specific student personnel services functions (e.g., Administrator for Counseling, Administrator for Placement, etc.) were generally not primary decision-makers outside of their respective areas.

Implication: This would tend to support a concept of defined decision-making responsibility within student personnel services in multi-unit districts. It would also imply that primary decision-making is not shared within student personnel services by role incumbents.

2.4 Generalization: Administrators for Student Activities generally were not the primary decision-makers for the area for which, by title, they held primary responsibility.

Implication: Student Activities may be one area that is an exception to the previous finding concerning shared

decision-making. It also may be true that Administrators for Student Activities, as a result of their primary interaction with students, tend to remain on the fringe of the decision-making process for student personnel services.

2.5 Generalization: Counselors, as a group, were generally primary decision-makers for only one major task area in student personnel services (Guidance and Counseling). Their degree of involvement for this area was also low as compared to other role incumbents in student personnel services.

Implication: The decision-making patterns utilized in the three districts studied do not emphasize the role of Counselors within the district in decision-making. This is not in keeping with decision-making theory as advanced by many theorists. This finding may also imply that critical inputs are lost to the decision-making process in the districts studied.

2.6 Generalization: Campus Administrators for Student Services were generally significant participants in decision-making in each of the three districts studied.

Implication: The Campus Administrator for Student Services is a critical element in the decision-making process in multi-unit districts as both a primary decision-maker

and a participant. This would reinforce the earlier suggestions concerning selection of role incumbents who occupy this position in multi-unit districts.

2.7 Generalization: There was variation between districts and campuses in the degree of participation in decision-making by Counselors, District Administrators for Student Services, Administrators for Counseling Services, and Chief Campus Administrators.

Implication: When decision-making patterns are examined in multi-unit districts it is necessary that such examinations include techniques capable of identifying the degree of involvement of role incumbents with similar titles. The data also indicate that campus patterns of decision-making within the same district may vary as a result of the influence of role incumbents at the campus level rather than being primarily influenced by district level role incumbents or procedures.

2.8 Generalization: Perceptions of individual role incumbents in each district relative to their own participation in decision-making tended to agree with response patterns recorded for identifiable groups of role incumbents on the Modified Decision Point Analysis Instrument.

Implication: Respondents in the multi-unit districts studied generally have accurate perceptions of their own involvement in the decision-making process. This does not imply these persons are satisfied with their involvement, but rather that they are simply cognizant of their respective roles.

3. General Observations

3.1 Generalization: Generally in the three districts studied the functions of student personnel services for which centralized decision-making was identified included student activities, placement and financial aids, and admissions and records.

Implication: The structure utilized in a multi-unit district may influence centralized decision-making, but the task areas and role incumbents involved in decision-making are more important than the structure. Each district had a different structure yet for similar functions there were tendencies for centralized decision-making in each district.

3.2 Generalization: Perceived shared areas of decision-making generally did not exist in those multi-unit districts stressing campus responsibility and having defined levels of decision-making.

Implication: For those multi-unit districts desiring

clear definitions of decision-making responsibility between campus and district-wide functions formal statements and procedures seem to be effective in accomplishing this goal.

3.3 Generalization: The congruence between stated procedures and perceived patterns of decision-making was highest for multi-unit districts utilizing both formal statements relative to decision levels and centralized functions for specific areas within student personnel services. The degree of consensus of respondents for individual decision items was also highest in these same districts.

Implication: If it is important to the decision-making process that high congruence and consensus are present in a district, then formal statements relative to decision levels and centralized functions seem to be possible methods of achieving this end. However, the respondents in the districts with low patterns of congruence and consensus did not indicate dissatisfaction with this aspect of the decision-making process. No data are available to verify whether these respondents were aware of this lack of congruence and consensus. Also, no attempt was made in the present study to qualify the effectiveness of the decision-making process in any of the districts studied.

3.4 Generalization: The two groups of role incumbents achieving the highest consensus relative to individual decision items in each district studied were the Chief Campus Administrators and their respective Campus Administrators for Student Services.

Implication: In each district these two groups of role incumbents apparently communicate with each other relative to decision-making procedures and responsibilities to a greater extent than other groups of role incumbents.

3.5 Generalization: Counselors, as a group, in each district generally had the lowest degree of consensus for individual decision items. However, Counselors from individual campuses had generally higher consensus patterns than those found for the total district. Also, Chief Campus Administrators and Campus Administrators for Student Services when analyzed as identifiable groups had low consensus patterns in each district.

Implication: The degree of consensus seems to be higher for campus patterns than district-wide patterns in multi-unit districts relative to consensus on individual decision items. This may be related to the variation between campuses in procedures or the amount of information exchanged at the campus level relative to decision-making.

3.6 Generalization: In each of the districts studied, Counselors, as a group, generally had a lack of knowledge and degree of confusion relative to decision-making patterns and procedures.

Implication: If it is important that persons know who primary decision-makers are and what procedures exist for decision-making, the communications network utilized in each district studied is failing to function appropriately.

3.7 Generalization: The respondents in the districts studied had difficulty answering as well as negative reactions to questions concerning advantages and disadvantages for decision-making in multi-unit districts.

Implication: The multi-unit district pattern of organizational structure may not provide improved decision-making patterns and in fact may introduce added disadvantages to the decision-making process. However, this may be a mute point in view of the rationale for multi-unit districts. If multi-unit districts serve needs other than automatically providing for improved decision-making patterns, efforts must be directed toward developing coping strategies for decision-making within such districts.

3.8 Generalization: Generally, respondents from all districts studied recommended increased autonomy for

individual campuses relative to decision-making in student personnel services.

Implication: When viewed in context with other findings of the present study this recommendation by respondents may create a collision course for decision-making in multi-unit districts. With increased autonomy for individual campuses two points which seem to increase congruence and consensus relative to decision-making may be lost. These two points are 1) formal statements relative to decision-making levels, and 2) centralization of functions for specific areas within student personnel services. Questions could also be raised about the effect of increased campus autonomy for the individual student. Would increased campus autonomy in decision-making foster decisions in the best interest of students or would such decisions result in the campuses sealing themselves off to the point students would find intradistrict movement blocked? It would seem either situation could develop and based on other findings relative to the present study administrative role incumbents in student personnel services would have a major role in determining the direction taken by districts.

3.9 Generalization: In each district studied the organizational structure and degree of centralization for

decision-making tended to reflect the corresponding pattern of statewide governance for the district.

Implication: This may imply that administrative role incumbents in individual districts fail to develop locally meaningful patterns for decision-making and organization, but instead tend to conform to a statewide norm or pattern. This tendency could possibly prove detrimental to the district relative to district goals and purposes.

3.10 Generalization: There seemed to be a relationship, in the three districts studied, between the "age" (e.g., the date of establishment and length of time as a multi-unit system) of a district and the degree of centralization for decision-making in student services. The degree of centralization in multi-unit districts seemed to be greatest for those districts with the fewest number of years of operation as a multi-unit district.

Implication: This implies a possible trend toward a higher degree of centralization for decision-making in student services during the formative years of multi-unit operation. This finding also relates to the utilization of a District Administrator for Student Services during the initial growth of multi-unit districts, with his line relationship with individual campuses and specific task areas

disappearing as the district matures. However, left unanswered is the question of this role incumbent's evolving role in mature multi-unit districts.

Recommendations for Related Studies

This study had as its focus the locus of formal decision-making in regard to specific tasks of student personnel services in selected multi-unit community college districts and did not deal with the effectiveness or quality of the decision-making process in these districts. The data indicated decisions were made in these districts utilizing three different patterns and further study is suggested to determine if there are any data which would support a contention that any one of these patterns is more effective than another.

A detailed study of other specific areas of decision-making procedures and patterns in multi-unit districts is indicated. For example, patterns for decision-making for academic services may be very similar to or substantially different from those identified for student services in these districts. The role of the Chief Campus Administrator could be the focus of such a study as this role incumbent is also the chief academic officer in some multi-unit districts.

It is recommended that additional study be conducted relative to the need for leadership and coordination through a District Administrator for Student Services in multi-unit districts.

APPENDICES

APPENDIX A

MODIFIED DECISION POINT ANALYSIS INSTRUMENT

MODIFIED DECISION POINT
ANALYSIS INSTRUMENT[1]

You are participating in a study of which the purpose is to investigate the evolving locus of decision-making in regard to specific tasks of student personnel functions in selected multi-unit community college districts. As you consider each of the questions, think and respond from the viewpoint of your present position.

Using the indicated lines on the next page, please write your name, the title of your position, and the name of the campus or location at which you work. Provide the background data requested by writing the appropriate number in the box to the left of each question. All responses will remain confidential and none will be identified by person.

Institute of Higher Education
University of Florida
Gainesville, Florida 32601

[1]Developed from a technique by Glen G. Eye, Cooperative Research Project No. 5-0443 USOE, 1966, 240pp.

BACKGROUND DATA

1. Name:_____

2. Title of Position:_____

3. Campus or Location:_____

4. []

5. []

6. []

7. []

8. []

9. []

10. []

11. []
Year

I.B.M. USE ONLY

[][][]

1. Write your name on the line to the left.

2. Write the title of your position.

3. Write the name of the campus or location of your work.

4. Sex: 1. Male
2. Female

5. Number of years in present community college.

6. Number of years at present campus or location.

7. Number of years in your present position.

8. Total years of student personnel experience.

9. Total years of administrative experience.

10. Highest level of professional preparation.

1. Bachelors Degree
2. Bachelors + 15 Credits
3. Masters Degree
4. Masters + 15 Credits
5. Masters + 30 Credits
6. Doctors Degree

11. In what year were you last enrolled in one or more college credit courses?

MODIFIED DECISION POINT ANALYSIS INSTRUMENT

DIRECTIONS: This instrument contains twenty-five decision items and one sample item. The column to the left is a list of positions of persons in your multi-unit district who may participate in making these decisions. In the column to the right there are three questions regarding each of the decision items. For each decision item, answer the three questions in the manner indicated. After completing each tab fold it over the top of this page to expose the next decision item tab. Examine the sample item then proceed as rapidly as possible through the twenty-five items. Do not omit any decision items. A sample item is provided on the first tab for illustrative purposes.

POSITIONS:

DECISION ITEMS:

DECISION ITEM (SAMPLE): The decision on the practice of using Counselor Aides in the student personnel program.

	I	II
Counselor		2
President		
Dean of Student Services	2	
Provost		
Director Central Records		
Coordinator of Admissions and Records		
Coordinator of Student Services	1	
Coordinator of Student Activities		
Board of Trustees		
Coordinator of Counseling Services	3	

QUESTIONS:

A. WHO MAKES THIS DECISION? Choose the one person in your multi-unit district who is primarily responsible for making this decision. Place the number one (1) in the box in Column I opposite the title of that person.

B. WHAT OTHER PERSONS PARTICIPATE IN MAKING THIS DECISION? Select at least two persons, other than the one already indicated in answering Question A, who participate in making this decision. Rank these persons using the numbers 2, 3, -, -, according to the extent to which they participate. In Column I, place the number of the rank you give each participant opposite the title of that position.

C. WHAT IS THE NATURE OF YOUR PARTICIPATION IN MAKING THIS DECISION? Select one of the four following choices which best describes your participation in making this decision and write the number of this choice in the box provided in Column II.
1. Make the decision.
2. Recommend the decision.
3. Provide information.
4. None.

DECISION ITEMS

1. The decision to implement a testing program for student applicants.

2. The decision on the procedures for disseminating information regarding student services functions.

3. The decision on the appointment of student personnel staff to serve on district and campus committees.

4. The decision on the requirements of student eligibility for graduation.

5. The decision on the preparing of budgetary requests for your individual campus student personnel program.

6. The decision on the use of normative and predictive data for academic placement.

7. The decision on the scheduling of individual students in regard to classes.

8. The decision to conduct follow-up studies of graduates.

9. The decision on the scope of the student activities program and facilities.

10. The decision on the policies regarding procedures for student registration.

11. The decision on the participation of student personnel staff in professional workshops and conventions.

12. The decision on the role and function of student self-governance.

13. The decision on the orientation activities for new students.

14. The decision on the responsibility and nature of the counseling services.

15. The decision to develop occupational information and methods for dissemination.

16. The decision on the scope of the financial aid program.

DECISION ITEMS (Continued)

17. The decision on the extent and nature of student placement services.

18. The decision to publish a student handbook.

19. The decision on the administration of student loans.

20. The decision on the identification and interpretation of student personnel staffing needs.

21. The decision on the development of experimental projects in student personnel.

22. The decision on the transferability of prior college credit.

23. The decision on the procedures for developing regulations for student conduct.

24. The decision on the maintenance and accessibility policies regarding student records.

25. The decision on the analysis of the financial need of students.

APPENDIX B

STRUCTURED INTERVIEW GUIDE

STRUCTURED INTERVIEW GUIDE

1. What is the relationship, or how would you describe the relationship, between student personnel services and the total educational program of the district?

2. Do you perceive the student personnel services organizational pattern in this district as one which is centralized or decentralized relative to decision-making? If (centralized/decentralized) to what degree?

3. Are there shared areas of decision-making between the chief campus administrator and the chief administrator for student personnel services for the campus? If so what are these areas? If not do you feel there are some areas where such shared decision-making would be beneficial?

4. Are there shared areas of decision-making between the chief campus administrator and the chief administrator for student personnel services for the district? If so what are these areas? If not do you feel there are some areas where such shared decision-making would be beneficial?

STRUCTURED INTERVIEW GUIDE (Continued)

5. What decision-making responsibilities are shared between the chief administrator for student personnel services for the district and the chief administrator for student personnel services for the campus? If none are shared do you feel there are some areas where such shared decision-making would be beneficial?

6. To what extent do each of the following participate in decision-making relative to student personnel services: counselors, faculties, chief campus administrators, student personnel administrators, the board of trustees, the president of the district?

7. Are there formal mechanisms, councils, committees, or other systems for decision-making relative to student personnel services on your campus or for the total district? Please describe them and their procedures.

8. Do you feel the multi-unit organizational pattern offers advantages relative to decision-making in student personnel services? If so what are some of these advantages?

9. Do you feel the multi-unit organizational pattern offers disadvantages relative to decision-making in student personnel services? If so what are some of these problems?

STRUCTURED INTERVIEW GUIDE (Continued)

10. What changes would you recommend relative to decision-making in student personnel services on your campus and for the total district?

11. What else can you tell me relative to decision-making in student personnel services?

12. What other person could give me additional information or another view of decision-making relative to student personnel services?

APPENDIX C

BASIC DATA COLLECTED FROM TRANSITIONAL COMMUNITY COLLEGE RESPONDENTS--TABLES 1-8

Table 1

Distribution of Rank Order Responses for Task Area I (Admissions, Registration, and Records) Transitional Community College District

Items	Role Incumbents																																							
	District Administrator Placement				Chief District Administrator				District Administrator Registration and Records				Counselor				District Administrator Student Services				Board of Trustees				Administrator Student Activities				District Financial Aids Officer				Campus Administrator Student Services				Chief Campus Administrator			
	Rank Order by Respondents as 1-2-3-4[a]																																							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	0	0	1	0	0	0	0	0	1	3	5	0	0	1	3	2	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	12	2	0	0	0	3	2
4	0	0	0	0	1	1	2	0	4	1	2	2	0	3	3	0	1	4	2	0	2	1	0	1	0	0	0	0	0	0	0	0	1	2	3	0	0	1	0	0
6	0	1	1	0	2	0	0	0	2	0	0	2	2	0	3	0	3	5	1	0	0	0	0	1	0	0	0	0	0	0	0	0	2	5	5	0	2	3	0	0
22	0	0	0	0	0	0	0	0	13	2	0	0	0	0	3	1	0	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	2	6	5	0	0	1	1	0
24	0	0	0	0	0	0	0	1	8	4	1	1	0	0	0	1	7	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	11	0	0	1	0	0
Total	0	1	2	0	3	1	2	1	33	9	8	5	2	4	12	4	24	21	8	0	2	1	0	2	0	0	0	0	0	0	0	0	7	27	26	0	2	6	4	2
%[b]	0.0	1.4	3.2	0.0	4.1	1.4	3.2	7.1	45.2	12.9	12.9	35.7	2.7	5.7	19.4	28.6	32.9	30.0	12.9	0.0	2.7	1.4	0.0	14.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9.6	38.6	41.9	0.0	2.7	8.6	6.5	14.3

[a]Rank 1 identifies role incumbent primarily responsible for making the decision.

Rank 2, 3, or 4 identifies rank order of role incumbents who participate in making the decision.

[b]Rank 1 (N = 73), Rank 2 (N = 70), Rank 3 (N = 62), and Rank 4 (N = 14).

Table 2

Distribution of Rank Order Responses for Task Area II (Placement and Financial Aid) Transitional Community College District

Item	Role Incumbents: District Administrator Placement				Chief District Administrator				District Administrator Registration and Records				Counselor				District Administrator Student Services				Board of Trustees				Administrator Student Activities				District Financial Aids Officer				Campus Administrator Student Services				Chief Campus Administrator			
	Rank Order by Respondents as 1-2-3-4[a]																																							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
8	8	3	3	0	0	1	0	0	0	2	0	1	0	0	1	1	7	2	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	6	4	0	0	0	0	2
16	0	0	0	0	0	2	2	0	0	0	0	0	0	3	0	0	7	3	0	1	1	0	0	1	1	0	0	0	6	5	2	1	0	1	4	0	0	0	2	0
17	8	3	3	0	0	0	0	0	0	0	0	0	0	2	1	2	5	4	2	1	0	0	0	0	0	0	0	0	0	1	0	0	2	6	6	0	0	0	0	2
19	0	0	0	0	0	0	2	0	1	0	0	1	0	0	1	1	3	9	2	0	0	0	0	1	0	0	0	0	11	2	1	0	0	2	4	0	0	1	0	0
24	0	0	0	0	0	2	1	0	0	0	0	0	0	1	2	1	2	3	2	0	0	0	1	0	0	9	0	0	13	0	0	0	0	3	4	1	0	0	0	0
Total	16	6	6	0	0	5	5	0	1	2	0	2	0	8	5	5	24	21	6	4	1	0	3	2	1	0	0	0	30	8	3	1	2	18	22	1	0	1	2	4
%[b]	21.3	8.7	12.5	0.0	0.0	7.2	9.4	0.0	1.3	2.9	0.0	10.5	0.0	11.6	9.6	26.3	32.0	30.4	11.5	21.1	1.3	0.0	5.8	10.5	1.3	0.0	0.0	0.0	40.0	11.6	5.8	5.3	2.7	26.1	42.3	5.3	0.0	1.5	3.9	21.1

[a] Rank 1 identifies role incumbent primarily responsible for making the decision.

Rank 2, 3, or 4 identifies rank order of role incumbents who participate in making the decision.

[b] Rank 1 (N = 75), Rank 2 (N = 69), Rank 3 (N = 52), and Rank 4 (N = 19).

Table 3

Distribution of Rank Order Responses for Task Area III (Student Activities) Transitional Community College District

Items	Role Incumbents																																							
	District Administrator Placement				Chief District Administrator				District Administrator Registration and Records				Counselor				District Administrator Student Services				Board of Trustees				Administrator Student Activities				District Financial Aide Officer				Campus Administrator Student Services				Chief Campus Administrator			
	Rank Order by Respondents as 1-2-3-4[a]																																							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
2	0	0	0	1	0	0	1	0	0	0	0	1	0	3	3	0	4	6	1	1	0	0	0	0	0	1	5	1	0	0	0	0	11	4	0	0	0	1	4	1
9	0	0	0	0	0	0	0	2	0	0	0	0	1	1	0	1	5	4	4	0	0	0	0	0	4	4	3	0	0	0	0	0	3	5	5	1	2	2	1	2
12	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	6	2	2	0	1	1	0	0	3	4	2	1	0	0	0	0	1	6	3	2	1	1	4	1
18	0	0	0	0	0	1	0	1	0	1	0	0	1	1	1	0	9	3	0	1	0	0	0	0	5	5	2	0	0	0	0	0	0	3	9	0	0	0	0	1
23	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2	0	12	0	0	1	1	1	0	0	1	4	2	0	0	0	0	0	0	8	6	0	0	1	2	1
Total	0	0	0	1	1	3	1	3	0	1	0	1	2	6	6	1	36	15	7	3	2	2	0	0	13	18	14	2	0	0	0	0	15	26	23	3	3	5	11	5
%[b]	0.0	0.0	0.0	5.0	1.4	3.9	1.4	15.0	0.0	1.3	0.0	5.0	2.8	7.9	9.7	5.0	50.0	19.7	11.3	15.0	2.8	2.6	0.0	0.0	19.1	23.7	22.6	10.0	0.0	0.0	0.0	0.0	20.8	34.2	37.1	15.0	4.2	6.6	17.7	30.0

[a]Rank 1 identifies role incumbent primarily responsible for making the decision.

Rank 2, 3, or 4 identifies rank order of role incumbents who participate in making the decision.

[b]Rank 1 (N = 72), Rank 2 (N = 76), Rank 3 (N = 62), and Rank 4 (N = 20).

Table 4

Distribution of Rank Order Responses for Task Area IV (Guidance and Counseling) Transitional Community College District

Item	Role Incumbents																																							
	District Administrator Placement				Chief District Administrator				District Administrator Registration and Records				Counselor				District Administrator Student Services				Board of Trustees				Administrator Student Activities				District Financial Aids Officer				Campus Administrator Student Services				Chief Campus Administrator			
	Rank Order by Respondents as 1-2-3-4[a]																																							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
7	0	0	0	0	0	0	0	0	2	1	1	0	8	4	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	6	4	0	2	1	3	0
10	0	0	0	0	0	0	0	0	12	2	0	0	0	2	1	1	2	8	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	3	7	1	0	0	5	2
13	0	0	0	0	0	0	0	0	0	0	1	2	2	7	1	0	3	3	1	1	0	0	0	0	0	1	2	1	0	0	0	0	10	5	0	0	0	0	3	1
14	0	0	0	0	0	0	0	1	0	0	0	0	2	4	6	2	4	3	3	1	0	0	2	0	0	0	0	0	0	0	0	0	9	6	2	2	0	0	0	0
15	1	0	3	0	0	0	1	1	0	0	0	1	1	9	1	0	2	1	5	1	0	0	0	0	0	0	0	0	0	0	0	0	11	3	1	0	0	3	1	0
Total	1	0	3	0	0	0	1	2	14	3	2	3	13	26	11	4	12	16	11	4	0	0	2	0	0	1	2	1	0	0	0	0	32	23	14	5	2	3	12	3
%[b]	1.4	0.0	5.2	0.0	0.0	0.0	1.7	9.1	18.9	4.2	3.5	13.6	17.6	36.1	18.9	18.2	16.2	22.2	18.9	18.2	0.0	0.0	3.5	0.0	0.0	1.4	3.5	4.5	0.0	0.0	0.0	0.0	43.2	31.9	24.1	22.7	2.7	4.2	20.7	13.6

[a]Rank 1 identifies role incumbent primarily responsible for making the decision.

Rank 2, 3, or 4 identifies rank order of role incumbents who participate in making the decision.

[b]Rank 1 (N = 74), Rank 2 (N = 72), Rank 3 (N = 58), and Rank 4 (N = 22).

Table 5

Distribution of Rank Order Responses for Task Area V
(Administration) Transitional Community College District

Items	Role Incumbents																																							
	District Administrator Placement				Chief District Administrator				District Administrator Registration and Records				Counselor				District Administrator Student Services				Board of Trustees				Administrator Student Activities				District Financial Aids Officer				Campus Administrator Student Services				Chief Campus Administrator			
	Rank Order by Respondents as 1-2-3-4[a]																																							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
3	0	0	0	0	0	0	0	1	0	0	1	1	0	1	3	1	8	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	3	9	2	0	3	3	5	0
5	0	0	0	0	0	0	1	1	1	0	0	0	0	5	1	0	0	2	4	1	0	0	0	2	0	2	2	0	0	0	0	0	13	0	1	0	1	7	2	0
11	0	1	0	0	0	0	0	1	0	1	0	0	2	2	2	1	3	4	4	1	0	0	0	0	0	2	0	0	0	1	0	0	8	5	2	0	2	4	3	0
25	0	1	0	0	0	0	0	1	0	1	1	0	0	1	2	0	6	3	4	0	0	0	0	1	0	1	0	1	0	1	0	0	9	4	2	0	0	7	4	0
21	0	0	0	0	0	0	0	0	0	0	0	0	1	6	3	1	4	2	5	2	0	0	0	0	0	1	0	0	0	0	0	0	10	5	0	0	0	3	6	1
Total	0	2	0	0	0	0	1	4	1	2	2	2	3	15	11	3	21	12	18	4	0	0	0	3	0	6	2	2	0	2	0	0	43	23	7	0	5	24	21	1
%[b]	0.0	2.3	0.0	0.0	0.0	0.0	1.6	21.1	1.4	2.3	3.2	10.5	4.1	17.4	17.7	15.8	29.4	14.0	29.0	21.1	0.0	0.0	0.0	15.8	0.0	7.0	3.2	10.5	0.0	2.3	0.0	0.0	58.1	26.7	11.3	0.0	6.1	27.9	33.9	5.3

[a]Rank 1 identifies role incumbent primarily responsible for making the decision.

Rank 2, 3, or 4 identifies rank order of role incumbents who participate in making the decision.

[b]Rank 1 (N = 74), Rank 2 (N = 86), Rank 3 (N = 62), and Rank 4 (N = 19).

Table 6

Distribution of Rank Order Responses for Task Areas
(I-V) Transitional Community College District

	Role Incumbents																																							
	District Administrator Placement				Chief District Administrator				District Administrator Registration and Records				Counselor				District Administrator Student Services				Board of Trustees				Administrator Student Activities				District Financial Aids Officer				Campus Administrator Student Services				Chief Campus Administrator			
AREAS	Rank Order by Respondents as 1-2-3-4[a]																																							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
I	0	1	2	0	3	1	2	1	33	9	8	5	2	4	12	4	24	21	8	0	2	1	0	2	0	0	0	0	0	0	0	0	7	27	24	0	2	6	4	2
II	16	6	4	0	0	5	5	0	1	7	0	2	0	8	5	5	24	21	6	4	1	0	3	2	1	0	0	0	30	8	3	1	2	18	22	1	0	1	2	4
III	0	0	0	1	1	3	1	3	0	1	0	1	2	6	6	1	16	19	7	3	2	2	0	0	13	10	14	2	0	0	0	0	15	26	23	1	1	5	11	6
IV	1	0	3	0	0	0	1	2	14	3	2	3	13	26	11	4	12	16	11	4	0	0	2	0	0	1	2	1	0	0	0	0	32	23	14	5	2	3	12	3
V	0	2	0	0	0	0	1	4	1	2	2	2	3	15	11	3	21	12	10	4	0	0	0	1	0	6	2	2	0	2	0	0	43	23	7	0	6	24	21	1
Total	17	9	11	4	4	9	10	10	49	17	12	13	20	59	45	17	117	85	50	15	5	3	5	7	14	25	18	5	30	10	3	1	99	117	92	9	13	39	50	16
%[b]	4.6	2.4	3.7	1.1	1.1	2.4	3.4	10.8	13.3	4.6	4.1	13.9	5.4	15.8	15.2	17.2	31.8	22.7	16.9	16.1	1.4	0.8	1.7	7.5	3.8	6.7	6.1	5.4	8.2	2.7	1.0	1.1	26.9	31.4	31.0	9.7	3.5	10.5	16.9	17.2

[a]Rank 1 identifies role incumbent primarily responsible for making the decision.

Rank 2, 3, or 4 identifies rank order of role incumbents who participate in making the decision

[b]Rank 1 (N = 368), Rank 2 (N = 373), Rank 3 (N = 296), and Rank 4 (N = 93).

Table 7

Summary of Rank Order Responses for Task Areas I-V
(Twenty-Five Items) Transitional Community College District

Role Incumbents	Rank 1[a]		Rank 2[b]		Rank 3[b]		Rank 4[b]	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Dist. Adm. Placement	17	4.6	9	2.4	11	3.7	4	1.1
Chief Dist. Adm.	4	1.1	9	2.4	10	3.4	10	10.8
Dist. Adm. Reg. Records	49	13.3	17	4.6	12	4.1	13	13.9
Counselors	20	5.4	59	15.8	45	15.2	17	17.2
Dist. Adm. Stu. Serv.	117	31.8	85	22.7	50	16.9	15	16.1
Board of Trustees	5	1.4	3	0.8	5	1.7	7	7.5
Adm. Stu. Activities	14	3.8	25	6.7	18	6.1	5	5.4
Dist. Finan. Aid Officer	30	8.2	10	2.7	3	1.0	1	1.1
Campus Adm. Stu. Serv.	99	26.9	117	31.4	92	31.0	9	9.7
Chief Campus Adm.	13	3.5	39	10.5	50	16.9	16	17.2
Totals	368	100.0	373	100.0	296	100.0	93	100.0

[a]Rank 1 identifies the role incumbent primarily responsible for making the decision.

[b]Rank 2, Rank 3, Rank 4 identifies rank order of role incumbents who participate in making the decision.

Table 8

Summary of Respondents' Perceptions of Their Participation in Decision-Making (Twenty-Five Items) Transitional Community College District

Respondents	Response 1[a]		Response 2[b]		Response 3[c]		Response 4[d]	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	0	0.0	0	0.0	0	0.0	25	100.0
2	11	44.0	9	36.0	3	12.0	2	8.0
3	5	20.0	12	48.0	2	8.0	6	24.0
4	1	4.0	11	44.0	13	52.0	0	0.0
5	1	4.0	14	56.0	8	32.0	2	8.0
6	7	28.0	3	12.0	6	24.0	9	36.0
7	11	44.0	8	32.0	6	24.0	0	0.0
8	3	12.0	12	48.0	5	20.0	5	20.0
9	3	12.0	4	16.0	13	52.0	5	20.0
10	1	4.0	19	76.0	5	20.0	0	0.0
11	1	4.0	0	0.0	6	24.0	18	72.0
12	0	0.0	9	36.0	2	8.0	14	56.0
13	0	0.0	3	12.0	7	28.0	15	60.0
14	3	12.0	6	24.0	14	56.0	2	8.0
15	3	12.0	7	28.0	9	36.0	6	24.0

[a]Response 1 - Make the decision.

[b]Response 2 - Recommend the decision.

[c]Response 3 - Provide information.

[d]Response 4 - None.

APPENDIX D

BASIC DATA COLLECTED FROM
METROPOLITAN COMMUNITY COLLEGE
RESPONDENTS--TABLES 9-16

Table 9

Distribution of Rank Order Responses for Task Area I (Admissions, Registration, and Records) Metropolitan Community College District

Item	Role Incumbents																																							
	Administrator Counseling Services				Chief District Administrator				Administrator Registration and Records				Counselor				District Student Services Committee				Board of Trustees				Administrator Student Activities				Administrator Financial Aid Placement				Campus Administrator Student Services				Chief Campus Administrator			
	Rank Order by Respondents 1-2-3-4[a]																																							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	1	3	4	1	1	3	0	0	1	2	0	0	0	0	3	0	5	0	2	1	2	0	0	0	0	0	0	0	0	0	0	0	4	6	1	3	1	1	4	1
4	0	0	0	0	3	4	0	1	6	1	1	1	0	1	0	0	0	0	2	1	6	1	1	0	0	0	0	0	0	0	0	0	0	2	2	0	0	3	5	1
5	4	6	1	0	0	0	0	0	1	2	0	1	1	5	3	2	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	4	2	2	0	1	0	1	0
22	0	0	1	0	0	2	0	0	11	1	1	0	0	0	0	0	3	1	1	1	2	2	0	0	0	0	0	0	0	0	0	0	0	4	2	0	0	0	3	2
24	0	2	2	1	0	1	0	0	10	1	0	1	0	1	1	0	3	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	1	11	3	0	0	2	4	1
Total	5	11	8	2	4	10	0	1	29	7	2	3	1	7	7	2	13	2	7	4	11	3	1	0	0	0	0	0	0	0	0	0	9	22	10	3	2	6	17	5
%[b]	6.7	16.2	15.4	10.0	5.4	14.7	0.0	5.0	39.2	10.3	3.9	15.0	1.4	10.3	13.5	10.0	17.6	2.9	13.5	20.0	14.9	4.4	1.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12.2	32.4	19.2	15.0	2.7	8.8	32.7	25.0

[a]Rank 1 identifies role incumbent primarily responsible for making the decision.

Rank 2, 3, or 4 identifies rank order of role incumbents who participate in making the decision.

[b]Rank 1 (N = 74), Rank 2 (N = 68), Rank 3 (N = 52), and Rank 4 (N = 20).

Table 10

Distribution of Rank Order Responses for Task Area II (Placement and Financial Aid) Metropolitan Community College District

Items	Role Incumbents																																							
	Administrator Counseling Services				Chief District Administrator				Administrator Registration and Records				Counselor				District Student Services Committee				Board of Trustees				Administrator Student Activities				Administrator Financial Aid Placement				Campus Administrator Student Services				Chief Campus Administrator			
	Rank Order by Respondents as 1-2-3-4[a]																																							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
8	1	5	1	0	0	0	0	0	2	1	4	0	0	0	1	3	1	1	0	0	0	0	0	0	1	0	0	0	1	0	1	1	7	5	1	0	3	0	1	0
16	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	2	0	2	2	4	0	0	1	0	0	0	0	5	6	1	0	4	7	2	0	0	1	7	1
17	0	1	3	1	0	2	0	0	1	0	0	0	0	0	1	1	1	1	0	2	2	1	0	1	0	0	0	0	5	8	0	0	8	5	2	0	0	0	6	0
19	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	3	2	2	0	1	1	0	0	0	0	10	5	0	0	3	10	0	0	0	0	0	0
25	0	0	1	0	0	0	0	0	0	0	0	0	0	2	1	1	1	1	2	0	0	0	0	0	0	0	0	0	14	1	1	0	1	11	2	0	0	0	3	1
Total	1	6	5	1	0	4	0	0	3	1	4	0	0	2	4	5	6	2	9	6	7	0	2	2	1	0	0	0	35	20	3	1	23	38	7	0	3	1	25	2
%[b]	1.3	8.1	6.5	5.9	0.0	5.4	0.0	0.0	3.8	1.4	6.7	0.0	0.0	2.7	6.7	29.3	7.6	2.7	15.3	35.3	8.9	0.0	3.4	11.8	1.3	0.0	0.0	0.0	44.3	27.0	5.1	5.9	29.1	51.4	11.9	0.0	3.8	1.4	42.4	11.8

[a]Rank 1 identifies role incumbent primarily responsible for making the decision.

Rank 2, 3, or 4 identifies rank order of role incumbents who participate in making the decision.

[b]Rank 1 (N = 79), Rank 2 (N = 74), Rank 3 (N = 59), and Rank 4 (N = 17).

Table 11

Distribution of Rank Order Responses for Task Area III (Student Activities) Metropolitan Community College District

	Role Incumbents																																							
	Administrator Counseling Services				Chief District Administrator				Administrator Registration and Records				Counselor				District Student Services Committee				Board of Trustees				Administrator Student Activities				Administrator Financial Aid Placement				Campus Administrator Student Services				Chief Campus Administrator			
	Rank Order by Respondents as 1-2-3-4[a]																																							
Items	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
2	3	8	0	1	0	0	0	0	0	2	1	0	0	1	6	1	1	3	0	0	0	0	0	0	0	2	2	3	0	1	1	1	12	3	1	0	0	0	2	1
9	0	2	0	1	1	1	0	0	0	2	0	0	0	0	0	0	0	0	0	1	2	0	0	1	0	5	2	1	0	2	0	0	5	8	3	0	2	4	7	0
12	0	0	2	0	0	2	0	0	0	0	0	0	0	0	1	0	1	2	1	1	4	0	0	0	1	4	1	1	0	0	0	0	4	4	2	0	2	3	6	1
10	0	5	1	1	0	0	0	0	0	0	0	1	0	1	3	0	1	0	1	0	0	0	0	0	4	3	3	1	0	1	0	0	11	5	0	0	1	2	1	1
23	0	1	0	0	3	2	0	0	0	1	0	0	0	1	0	0	1	2	2	1	7	0	0	2	0	3	3	1	0	1	0	0	4	3	5	1	0	6	4	3
Total	3	16	4	2	4	5	0	0	0	5	1	1	0	3	10	1	3	7	4	3	13	0	0	3	17	17	11	7	0	5	1	1	36	23	11	1	5	15	20	6
χ^{2b}	3,7	16,7	9.4	8.0	4.9	5.2	0.0	0.0	0.0	5.2	1.6	4.0	0.0	3.1	15.6	4.0	3.7	7.3	6.3	12.0	16.1	0.0	0.0	12.0	21.0	17.7	17.1	29.0	0.0	5.2	1.6	4.0	44.4	24.0	17.1	4.0	6.2	15.6	31.3	24.0

[a]Rank 1 identifies role incumbent primarily responsible for making the decision.

Rank 2, 3, or 4 identifies rank order of role incumbents who participate in making the decision.

[b]Rank 1 (N = 81), Rank 2 (N = 96), Rank 3 (N = 84), and Rank 4 (N = 25).

Table 17

Distribution of Rank Order Responses for Task Area IV (Guidance and Counseling) Metropolitan Community College District

Item[a]	Role Incumbents																																							
	Administrator Counseling Services				Chief District Administrator				Administrator Registration and Records				Counselor				District Student Services Committee				Board of Trustees				Administrator Student Activities				Administrator Financial Aid Placement				Campus Administrator Student Services				Chief Campus Administrator			
	Rank Order by Respondents as 1-2-3-4[a]																																							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
7	0	9	1	0	0	0	0	0	1	2	4	1	13	2	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	3	0	0	0	0
10	0	1	9	0	0	1	0	0	9	4	1	0	0	0	3	2	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	4	8	0	1	1	0	3	0
13	2	3	3	1	0	0	0	0	0	0	2	1	3	0	4	1	0	0	1	0	0	0	0	0	5	2	1	1	0	0	1	0	6	7	1	0	1	1	0	1
14	5	7	2	0	0	1	0	1	0	0	0	0	0	5	6	0	0	1	0	1	2	0	0	0	0	0	0	0	0	0	0	0	9	2	3	0	0	2	3	2
15	10	5	0	0	0	0	0	0	0	1	0	1	2	7	5	1	0	0	2	0	0	0	0	0	0	0	0	0	1	0	1	0	4	2	6	1	0	0	0	0
Total	17	25	14	1	0	2	0	1	10	7	7	3	18	14	19	4	0	1	4	2	3	0	0	0	5	2	1	2	1	0	2	0	24	19	12	5	2	3	6	3
%[b]	21.2	34.2	21.5	4.8	0.0	2.7	0.0	4.8	12.5	9.6	10.8	14.3	22.5	19.2	29.2	19.1	0.0	1.4	6.2	9.5	3.7	0.0	0.0	0.0	6.3	2.7	1.5	9.5	1.3	0.0	3.1	0.0	30.0	26.0	18.5	23.8	2.5	4.1	9.2	14.3

[a]Rank 1 identifies role incumbent primarily responsible for making the decision.

Rank 2, 3, or 4 identifies rank order of role incumbents who participate in making the decision.

[b]Rank 1 (N = 80), Rank 2 (N = 73), Rank 3 (N = 65), and Rank 4 (N = 21).

Table 13

Distribution of Rank Order Responses for Task Area V (Administration)
Metropolitan Community College District

Items	Role Incumbents																																							
	Administrator Counseling Services				Chief District Administrator				Administrator Registration and Records				Counselor				District Student Services Committee				Board of Trustees				Administrator Student Activities				Administrator Financial Aid Placement				Campus Administrator Student Services				Chief Campus Administrator			
	Rank Order by Respondents as 1-2-3-4[a]																																							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
3	2	1	4	1	2	0	1	0	2	0	1	0	4	0	3	1	0	1	0	1	0	0	0	0	3	0	4	1	3	0	1	0	2	10	1	0	7	2	0	0
5	1	8	2	0	0	0	1	0	0	6	0	1	0	1	0	0	0	1	1	0	0	0	0	0	0	6	3	0	0	4	0	0	12	2	0	0	2	1	2	0
11	1	7	1	0	0	0	0	2	1	0	1	0	3	0	3	1	1	0	0	0	0	0	0	0	1	1	3	0	0	0	1	1	9	4	2	0	1	4	1	0
20	1	9	3	1	0	0	1	0	0	4	2	1	0	1	4	1	1	0	0	1	0	1	0	0	0	4	6	0	0	4	1	1	11	4	0	1	3	1	1	1
21	2	6	3	0	0	0	0	1	0	2	1	0	1	3	2	1	0	1	2	0	0	0	0	1	0	2	3	2	0	2	1	1	12	2	1	0	0	3	0	1
Total	7	31	17	2	2	0	3	3	3	12	5	2	8	5	12	4	2	3	3	2	0	1	0	1	4	13	19	3	2	10	4	3	46	22	4	1	15	11	4	2
$\bar{x}^b$	7.9	30.0	24.0	8.7	2.2	0.0	4.2	13.0	3.4	11.0	7.0	8.7	9.0	4.5	16.9	17.4	2.2	2.7	4.2	8.7	0.0	0.9	0.0	4.4	4.5	11.8	25.8	13.0	2.2	9.1	5.6	13.0	51.7	20.0	5.6	4.4	16.9	10.0	5.6	8.7

[a]Rank 1 identifies role incumbent primarily responsible for making the decision.

Rank 2, 3, or 4 identifies rank order of role incumbents who participate in making the decision.

[b]Rank 1 (N = 89), Rank 2 (N = 110), Rank 3 (N = 71), and Rank 4 (N = 23).

Table 14

Distribution of Rank Order Responses for Task Areas (I-V)
Metropolitan Community College District

Items	Role Incumbents																																							
	Administrator Counseling Services				Chief District Administrator				Administrator Registration and Records				Counselor				District Student Services Committee				Board of Trustees				Administrator Student Activities				Administrator Financial Aid Placement				Campus Administrator Student Services				Chief Campus Administrator			
	Rank Order by Respondents as 1-2-3-4[a]																																							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
I	5	11	8	2	4	10	0	1	29	7	2	3	1	7	7	2	13	2	7	4	11	3	1	0	0	0	0	0	0	0	0	0	9	22	10	3	2	6	17	5
II	1	6	5	1	0	4	0	0	3	1	4	0	0	2	4	5	6	2	9	6	7	0	2	2	1	0	0	0	35	20	3	1	23	18	7	0	1	1	24	2
III	3	16	6	2	4	5	0	0	0	5	1	1	0	3	10	1	3	7	4	1	13	0	0	3	17	17	11	7	0	5	1	1	16	23	11	1	5	15	22	6
IV	17	25	14	1	0	2	0	1	10	7	7	3	18	14	19	4	0	1	4	2	3	0	0	0	5	2	1	2	1	0	2	0	24	19	12	5	2	3	6	3
V	7	33	17	2	2	0	3	3	3	12	5	2	8	5	12	4	2	3	3	2	0	1	0	1	4	13	19	3	2	10	4	3	46	22	4	1	15	13	4	2
Total	33	91	50	8	10	21	3	5	45	32	19	9	27	31	52	16	24	15	27	17	34	4	3	6	27	32	31	12	38	35	10	5	138	124	44	10	27	36	72	18
%[b]	8.2	21.6	16.1	7.6	2.5	5.0	0.9	4.7	11.2	7.6	6.1	8.5	6.7	7.4	16.7	15.1	6.0	3.6	8.7	16.0	8.4	0.9	0.9	5.7	6.7	7.6	10.0	11.3	9.4	8.3	3.2	4.7	34.2	29.4	14.2	9.4	6.7	8.6	23.2	17.0

[a] Rank 1 identifies role incumbent primarily responsible for making the decision.

Rank 2, 3, or 4 identifies rank order of role incumbents who participate in making the decision.

[b] Rank 1 (N = 403), Rank 2 (N = 421), Rank 3 (N = 311), and Rank 4 (N = 106).

Table 15

Summary of Rank Order Responses for Task Areas I-V
(Twenty-Five Items) Metropolitan Community College District

Role Incumbents	Rank 1[a]		Rank 2[b]		Rank 3[b]		Rank 4[b]	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Adm. Counseling Serv.	33	8.2	91	21.6	50	16.1	8	7.6
Chief Dist. Adm.	10	2.5	21	5.0	3	0.9	5	4.7
Adm. Reg. Records	45	11.2	32	7.6	19	6.1	9	8.5
Counselor	27	6.7	31	7.4	52	16.7	16	15.1
Dist. Stu. Serv. Comm.	24	6.0	15	3.6	27	8.7	17	16.0
Board of Trustees	34	8.4	4	0.9	3	0.9	6	5.7
Adm. Stu. Activities	27	6.7	32	7.6	31	10.0	12	11.3
Adm. Finan. Aid & Place.	38	9.4	35	8.3	10	3.2	5	4.7
Campus Adm. Stu. Serv.	138	34.2	124	29.4	44	14.2	10	9.4
Chief Campus Adm.	27	6.7	36	8.6	72	23.2	18	17.0
Totals	403	100.0	421	100.0	311	100.0	106	100.0

[a]Rank 1 identifies the role incumbent primarily responsible for making the decision.

[b]Rank 2, Rank 3, Rank 4 identifies rank order of role incumbents who participate in making the decision.

Table 16

Summary of Respondents' Perceptions of Their Participation in Decision-Making (Twenty-Five Items) Metropolitan Community College District

Respondents	Response 1[a]		Response 2[b]		Response 3[c]		Response 4[d]	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	0	0.0	7	28.0	11	44.0	7	28.0
2	3	12.0	13	52.0	0	0.0	9	36.0
3	0	0.0	18	72.0	3	12.0	4	16.0
4	9	36.0	3	12.0	0	0.0	13	52.0
5	4	16.0	14	56.0	6	24.0	1	4.0
6	1	4.0	20	80.0	0	0.0	4	16.0
7	10	40.0	7	28.0	5	20.0	3	12.0
8	0	0.0	8	32.0	12	48.0	5	20.0
9	1	4.0	20	80.0	3	12.0	1	4.0
10	3	12.0	10	40.0	5	20.0	7	28.0
11	2	8.0	5	20.0	7	28.0	11	44.0
12	1	4.0	7	28.0	6	24.0	11	44.0
13	2	8.0	8	32.0	5	20.0	10	40.0
14	3	12.0	11	44.0	11	44.0	0	0.0
15	3	12.0	8	32.0	5	20.0	9	36.0
16	1	4.0	3	12.0	10	40.0	11	44.0

[a]Response 1 - Make the decision.

[b]Response 2 - Recommend the decision.

[c]Response 3 - Provide information.

[d]Response 4 - None.

APPENDIX E

BASIC DATA COLLECTED FROM RIVERSIDE COMMUNITY COLLEGE RESPONDENTS--TABLES 17-24

Table 17

Distribution of Rank Order Responses for Task Area I (Admissions, Registration and Records) Riverside Community College District

Items	Role Incumbents																																							
	Administrator Counseling Services				Chief District Administrator				Administrator Registration and Records				Counselor				District Administrator Student Services				Community College Board				Administrator Student Activities				Financial Aids Officer				Campus Administrator Student Services				Chief Campus Administrator			
	Rank Order by Respondents as 1-2-3-4[a]																																							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	1	3	3	4	7	0	0	0	0	0	1	1	0	1	2	3	4	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	4	7	0	0	3	0	1
4	0	1	1	1	4	1	0	0	6	2	2	1	0	0	1	2	0	0	2	0	0	0	1	0	0	0	0	0	0	0	0	0	1	5	4	1	1	4	2	0
6	5	5	3	0	1	0	0	0	1	0	0	2	2	1	2	3	1	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	3	6	3	1	1	2	3	1
24	0	0	1	2	0	0	0	0	4	4	5	0	0	0	0	0	1	0	2	0	0	0	3	1	0	0	0	0	0	0	0	0	2	1	4	2	0	3	1	1
Total	7	12	10	7	15	1	0	0	19	10	8	4	3	2	7	7	10	3	8	3	1	0	1	0	0	0	1	1	0	0	1	0	11	25	20	4	5	13	8	4
%[b]	9.9	18.1	15.6	23.4	21.1	1.5	0.0	0.0	26.8	15.2	12.5	13.3	4.2	3.0	10.9	23.4	14.1	4.5	12.5	10.0	1.4	0.0	1.6	0.0	0.0	0.0	1.6	3.3	0.0	0.0	1.6	0.0	15.5	37.9	31.3	13.3	7.0	19.7	12.5	13.3

[a]Rank 1 identifies role incumbent primarily responsible for making the decision.

Rank 2, 3, or 4 identifies rank order of role incumbents who participate in making the decision.

[b]Rank 1 (N = 71), Rank 2 (N = 66), Rank 3 (N = 64), and Rank 4 (N = 30).

Table 18

Distribution of Rank Order Responses for Task Area II (Placement and Financial Aid) Riverside Community College District

Items	Role Incumbents																																							
	Administrator Counseling Services				Chief District Administrator				Administrator Registration and Records				Counselor				District Administrator Student Services				Community College Board				Administrator Student Activities				Financial Aids Officer				Campus Administrator Student Services				Chief Campus Administrator			
	Rank Order by Respondents as 1-2-3-4[a]																																							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
9	1	1	3	2	5	0	0	1	0	3	1	3	0	0	0	1	7	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	7	4	0	0	4	2	0
16	0	0	0	1	1	0	0	0	0	3	3	1	0	0	0	0	4	1	3	0	0	0	0	0	1	0	0	0	2	5	6	1	6	6	1	1	1	0	0	1
17	2	4	0	2	1	0	0	0	0	0	2	1	2	3	3	1	2	0	2	0	0	0	0	0	0	0	0	0	1	1	0	1	6	4	2	0	1	1	0	1
19	0	0	0	0	3	0	0	0	1	1	1	2	0	0	0	0	4	0	3	1	0	0	0	0	1	1	0	0	5	5	5	0	1	7	3	1	0	1	0	1
25	0	0	1	1	0	0	0	0	0	3	0	2	0	0	1	1	3	1	3	0	0	0	0	0	0	0	0	0	11	0	3	0	2	6	2	0	0	0	0	1
Total	3	5	4	5	10	0	0	1	1	10	7	9	2	3	4	3	20	3	12	1	0	0	0	0	2	1	0	0	19	9	14	2	16	30	12	2	2	6	2	4
%[b]	4.0	7.5	10.5	21.4	13.3	0.0	0.0	3.6	1.3	14.9	12.3	32.1	2.7	4.5	7.0	10.7	26.7	4.5	21.1	3.6	0.0	0.0	0.0	0.0	2.7	1.5	0.0	0.0	25.3	13.4	24.6	7.1	21.3	44.8	21.0	7.1	2.7	8.9	3.5	14.3

[a]Rank 1 identifies role incumbent primarily responsible for making the decision.

Rank 2, 3, or 4 identifies rank order of role incumbents who participate in making the decision.

[b]Rank 1 (N = 75), Rank 2 (N = 67), Rank 3 (N = 57), and Rank 4 (N = 28).

Table 19

Distribution of Rank Order Responses for Task Area III (Student Activities) Riverside Community College District

Items	Role Incumbents																																							
	Administrator Counseling Services				Chief District Administrator				Administrator Registration and Records				Counselor				District Administrator Student Services				Community College Board				Administrator Student Activities				Financial Aide Officer				Campus Administrator Student Services				Chief Campus Administrator			
	Rank Order by Respondents as 1-2-3-4[a]																																							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
2	1	2	6	0	0	0	2	0	0	0	3	2	0	1	0	2	6	1	1	0	0	0	0	0	0	0	0	2	0	0	0	0	5	8	1	0	2	7	0	1
9	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	2	1	2	1	0	0	0	0	4	3	4	1	0	0	0	0	4	9	1	0	4	1	4	1
12	0	0	0	0	3	1	0	1	0	0	0	1	0	0	0	0	3	1	6	0	0	0	0	0	0	4	3	2	0	0	0	1	8	1	1	0	3	5	2	0
18	0	0	1	0	4	0	0	2	0	0	0	0	0	0	0	0	4	5	1	0	1	0	0	0	0	2	4	1	0	0	0	0	3	8	3	0	2	0	3	0
23	0	0	0	2	2	1	0	0	0	1	1	0	0	0	0	0	2	3	4	0	0	0	0	0	0	5	3	1	0	0	0	0	7	3	2	2	3	1	2	0
Total	1	2	8	2	10	2	2	3	0	1	4	4	0	1	0	2	17	11	14	1	1	0	0	0	4	14	14	7	0	0	0	1	27	31	8	2	14	9	11	2
%[b]	1.4	2.8	13.1	8.3	13.5	2.8	3.2	12.5	0.0	1.4	6.6	16.7	0.0	1.4	0.0	8.3	23.0	15.5	23.0	4.2	1.4	0.0	0.0	0.0	5.4	19.7	23.0	29.2	0.0	0.0	0.0	4.2	36.5	43.7	13.1	8.3	18.9	12.7	18.0	8.3

[a]Rank 1 identifies role incumbent primarily responsible for making the decision.

Rank 2, 3, or 4 identifies rank order of role incumbents who participate in making the decision.

[b]Rank 1 (N = 74), Rank 2 (N = 71), Rank 3 (N = 61), and Rank 4 (N = 24).

Table 20

Distribution of Rank Order Responses for Task Area IV (Guidance and Counseling) Riverside Community College District

Items	Role Incumbents																																							
	Administrator Counseling Services				Chief District Administrator				Administrator Registration and Records				Counselor				District Administrator Student Services				Community College Board				Administrator Student Activities				Financial Aids Officer				Campus Administrator Student Services				Chief Campus Administrator			
	Rank Order by Respondents as 1-2-3-4[a]																																							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
7	0	5	2	1	1	0	0	0	1	2	0	0	8	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	1	2	0	1	0
10	0	0	3	3	2	0	0	1	7	2	2	1	0	0	0	0	1	1	3	1	0	0	0	0	0	0	0	0	0	0	0	0	2	10	1	1	2	1	5	1
13	6	5	1	1	1	0	0	0	0	1	0	0	1	4	1	2	1	0	1	0	0	0	0	0	0	0	3	1	0	0	0	1	4	3	5	0	1	1	1	0
14	6	3	4	1	0	0	0	0	0	0	0	1	0	2	4	1	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	4	7	3	0	4	1	3	0
15	5	5	2	0	0	0	0	0	0	0	2	0	2	5	2	1	2	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	2	4	3	2	2	0	1	1
Total	17	18	12	6	4	0	0	1	8	5	4	2	11	12	7	5	6	3	4	2	0	0	0	0	0	0	3	1	1	0	1	1	12	26	15	4	11	3	13	2
%[b]	24.3	26.9	20.3	25.0	5.7	0.0	0.0	4.2	11.4	7.5	6.8	8.3	15.7	17.9	11.9	20.8	8.6	4.5	6.8	8.3	0.0	0.0	0.0	0.0	0.0	0.0	5.1	4.2	1.4	0.0	1.7	4.2	17.1	38.8	25.4	16.7	15.7	4.5	22.0	8.3

[a]Rank 1 identifies role incumbent primarily responsible for making the decision.

Rank 2, 3, or 4 identifies rank order of role incumbents who participate in making the decision.

[b]Rank 1 (N = 70), Rank 2 (N = 67), Rank 3 (N = 59), and Rank 4 (N = 24).

Table 21

Distribution of Rank Order Responses for Task Area V (Administration)
Riverside Community College District

Items	Role Incumbents																																							
	Administrator Counseling Services				Chief District Administrator				Administrator Registration and Records				Counselor				District Administrator Student Services				Community College Board				Administrator Student Activities				Financial Aids Officer				Campus Administrator Student Services				Chief Campus Administrator			
	Rank Order by Respondents as 1-2-3-4[a]																																							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
3	0	1	2	2	4	1	0	0	0	1	0	1	0	0	0	2	1	3	3	0	0	0	1	0	0	3	0	0	0	0	0	0	6	4	2	0	1	7	1	0
5	0	5	4	0	0	0	2	0	0	4	2	0	0	0	2	1	0	0	1	1	0	0	0	0	0	2	1	1	0	0	2	0	0	4	0	0	4	3	0	0
11	0	5	1	1	2	0	2	0	0	2	1	0	0	0	0	1	1	1	3	0	0	0	0	0	0	3	1	1	0	0	0	0	11	1	1	1	1	6	0	0
20	0	2	5	1	2	0	1	1	0	0	3	1	0	0	0	1	1	1	1	1	0	0	0	0	0	0	1	2	0	0	0	0	7	5	1	0	2	5	1	1
21	1	5	4	1	1	0	0	0	0	1	4	2	0	1	0	1	3	2	2	1	0	0	0	0	0	1	2	1	0	0	0	0	9	2	2	0	1	4	1	0
Total	1	18	16	5	11	1	5	1	0	8	10	4	0	1	2	6	8	7	12	3	0	0	1	0	0	9	5	5	0	0	2	0	43	17	6	1	11	25	3	1
$\bar{x}^b$	1.4	20.9	25.8	19.2	14.9	1.2	8.1	1.9	0.0	9.3	16.1	15.4	0.0	1.2	3.2	23.1	10.8	8.1	19.4	11.5	0.0	0.0	1.6	0.0	0.0	10.5	8.1	19.2	0.0	0.0	3.2	0.0	58.1	19.8	9.7	3.9	14.9	29.1	4.8	3.9

[a]Rank 1 identifies role incubent primarily responsible for making the decision.

Rank 2, 3, or 4 identifies rank order of role incumbents who participate in making the decision.

[b]Rank 1 (N = 74), Rank 2 (N = 86), Rank 3 (N = 62), and Rank 4 (N = 26).

Table 22

Distribution of Rank Order Responses for Task Areas (I-V)
Riverside Community College District

Items	Role Incumbents																																							
	Administrator Counseling Services				Chief District Administrator				Administrator Registration and Records				Counselor				District Administrator Student Services				Community College Board				Administrator Student Activities				Financial Aids Officer				Campus Administrator Student Services				Chief Campus Administrator			
	Rank Order by Respondents as 1-2-3-4[a]																																							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
I	7	10	12	7	15	1	0	0	19	10	10	6	3	2	7	7	10	3	8	3	1	0	1	0	0	0	1	1	0	0	1	0	11	25	20	4	5	13	8	4
II	3	5	6	6	10	0	0	1	1	10	7	9	2	3	4	3	20	3	12	1	0	0	0	0	2	1	0	0	19	9	14	2	15	30	12	2	2	6	2	4
III	1	2	0	2	10	2	2	1	0	1	4	4	0	1	0	2	17	11	14	1	1	0	0	0	4	14	14	7	0	0	0	1	27	31	8	2	4	9	11	2
IV	17	18	12	16	4	0	0	1	8	5	4	2	11	12	7	5	6	3	4	2	0	0	0	0	0	0	3	1	1	0	1	1	12	24	15	4	11	3	13	2
V	1	18	16	5	11	1	5	1	0	8	10	4	0	1	2	6	8	7	12	3	0	0	1	0	0	9	5	5	0	0	2	0	43	17	6	1	11	25	3	1
Total	29	55	52	36	50	4	7	6	28	34	43	23	16	19	20	23	61	27	50	10	2	0	2	0	5	24	23	14	20	9	18	4	109	129	61	13	43	56	37	13
%[b]	9.0	15.4	16.6	19.7	13.7	1.1	2.2	4.5	7.7	9.5	13.7	17.4	4.4	5.3	6.4	17.4	16.7	7.6	16.0	7.6	0.5	0.0	0.6	0.0	1.7	6.7	7.4	10.6	5.5	2.5	5.8	3.0	30.0	36.1	19.5	9.9	11.8	15.7	11.8	9.9

[a]Rank 1 identifies role incumbent primarily responsible for making the decision.

Rank 2, 3, or 4 identifies rank order of role incumbents who participate in making the decision.

[b]Rank 1 (N = 364), Rank 2 (N = 357), Rank 3 (N = 313), and Rank 4 (N = 132).

Table 23

Summary of Rank Order Responses for Task Areas I-V
(Twenty-Five Items) Riverside Community College District

Role Incumbents	Rank 1[a]		Rank 2[b]		Rank 3[b]		Rank 4[b]	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Adm. Counseling Serv.	29	8.0	55	15.4	52	16.6	26	19.7
Chief Dist. Adm.	50	13.7	4	1.1	7	2.2	6	4.5
Adm. Reg. and Records	28	7.7	34	9.5	43	13.7	23	17.4
Counselor	16	4.4	19	5.3	20	6.4	23	17.4
Dist. Adm. Stu. Serv.	61	16.7	27	7.6	50	16.0	10	7.6
Community Col. Board	2	0.5	0	0.0	2	0.6	0	0.0
Adm. Stu. Activities	6	1.7	24	6.7	23	7.4	14	10.6
Finan. Aids Officer	20	5.5	9	2.5	18	5.8	4	3.0
Campus Adm. Stu. Serv.	109	30.0	129	36.1	61	19.5	13	9.9
Chief Campus Adm.	43	11.8	56	15.7	37	11.8	13	9.9
Totals	364	100.0	357	100.0	313	100.0	132	100.0

[a]Rank 1 identifies the role incumbent primarily responsible for making the decision.

[b]Rank 2, Rank 3, Rank 4 identifies rank order of role incumbents who participate in making the decision.

Table 24

Summary of Respondents' Perceptions of Their Participation in Decision-Making (Twenty-Five Items) Riverside Community College District

Respondents	Response 1[a]		Response 2[b]		Response 3[c]		Response 4[d]	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	11	44.0	3	12.0	3	12.0	8	32.0
2	2	8.0	12	48.0	10	40.0	1	4.0
3	3	12.0	10	40.0	2	8.0	10	40.0
4	0	0.0	9	36.0	10	40.0	6	24.0
5	8	32.0	5	20.0	9	36.0	3	12.0
6	4	16.0	11	44.0	8	32.0	2	8.0
7	0	0.0	8	32.0	4	16.0	13	52.0
8	4	16.0	10	40.0	7	28.0	4	16.0
9	2	8.0	8	32.0	8	32.0	7	28.0
10	1	4.0	9	36.0	14	56.0	1	4.0
11	0	0.0	0	0.0	13	52.0	12	48.0
12	0	0.0	2	8.0	4	16.0	19	76.0
13	0	0.0	2	8.0	10	40.0	13	52.0
14	2	8.0	4	16.0	4	16.0	15	60.0

[a]Response 1 - Make the decision.

[b]Response 2 - Recommend the decision.

[c]Response 3 - Provide information.

[d]Response 4 - None.

BIBLIOGRAPHY

1. Alt, Weston M. "Aspects of the Junior College," Briefs prepared for the Bureau of Junior College Administration and Finance, State Department of Education, Division of Higher Education, Los Angeles, 1968, 26pp.

2. American Association of Junior Colleges. 1970 Junior College Directory. Washington, D. C.: The Association, 1970.

3. Block, Murray H. "Conference on Multi-Campus Problems." Developing Junior Colleges, A Newsletter Published by the A.A.J.C. Washington, D. C. (May 9, 1969) 3.

4. Block, Murray H. "MUD - An Increasing Dilemma for Community Junior Colleges." Junior College Journal, 40 (March, 1970) 23-25.

5. Bogart, Quentin J. A Multi-Campus Junior College Case Study: A Search for Guidelines. Doctoral Dissertation, Austin: University of Texas at Austin, 1968, 235pp.

6. Calvin, Richmond E. A Comparative Study of Freshmen Students in a Selected Multi-Campus Junior College District. Doctoral Dissertation, Denton: North Texas State University, 1971, 178pp.

7. Carnegie Commission on Higher Education, The Open Door Colleges. Hightstown: McGraw-Hill Co., 1970, 74pp.

8. Cohen, Arthur M. "Racial Integration in a Southern Junior College." Junior College Journal, 35 (March, 1965) 8-11.

9. Collins, Charles C. "Junior College Student Personnel Programs: What They Are and What They Should Be." Washington, D. C.: American Association of Junior Colleges, 1967.

10. Coultas, Walter T. "Problems of the Urban Junior College." Junior College Journal, 35 (October, 1964) 13-16.

11. Cunningham, Luvern L. and James, Thomas H. Governing Schools: New Approaches to Old Issues. Columbus, Ohio: Charles E. Merrill Company, 1971.

12. Cyert, Richard M. and March, James G. A Behavioral Theory of the Firm. Englewood Cliffs, N. J.: Prentice-Hall, 1963.

13. Dale, Ernest. Planning and Developing the Company Organization Structure. New York: American Management Association, 1952.

14. Erickson, Clifford G. "Multi-Campus Operation in the Big City." Junior College Journal, 35 (October, 1964) 17-21.

15. Etzioni, Amitai. Modern Organizations. Englewood Cliffs, N. J.: Prentice-Hall, 1964.

16. Eye, Glen G. et al. "Relationship Between Instructional Change and the Extent to Which School Administrators and Teachers Agree on the Location of Responsibilities for Administrative Decisions." Cooperative Research Project No. 5-0443 USOE, 1966, 240pp.

17. Fawcett, John R. and Campbell, Jack E. "New Dimensions in Junior College Student Personnel Administration." New Dimensions in Student Personnel Administration, ed. Orley R. Herron, Jr., Scranton, Penn.: International Textbook Company, 1970.

18. Fogarty, Bruce M. and Gregg, Russell T. "Centralization of Decision-Making and Selected Characteristics of Superintendents of Schools." Educational Administration Quarterly, 2 (Winter, 1966) 62-72.

19. Fretwell, E. K., Jr. "Helps for Heresy Hunters." Junior College Journal, 36 (November, 1965) 16-19.

20. Griffiths, Daniel E. Administrative Theory. New York: Appleton-Century-Crofts, 1959.

21. Griffiths, Daniel E. "Administrative Theory" in Encyclopedia of Educational Research, ed. by Robert L. Ebil, IV (1969) 19.

22. Hall, G. L. "Confusion in the Control of the Junior College." Junior College Journal, 32 (April, 1962) 432-436.

23. Jensen, Arthur M. "Urban Community Colleges Go Multi-Campus." Junior College Journal, 36 (November, 1965) 8-13.

24. Jones, Milton O. "The Development of Multi-Unit Junior Colleges." ERIC Clearinghouse, U. S. Department of Health, Education and Welrare, Office of Education, Washington, D. C.: May, 1968, 65pp.

25. Kassouf, Sheen. Normative Decision Making. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1970.

26. Kerlinger, Fred N. Foundations of Behavioral Research. New York, N. Y.: Holt, Rinehart and Winston, Inc., 1964.

27. Kimbrough, Ralph B. Political Power and Educational Decision-Making. Chicago: Rand McNally and Co., 1964.

28. Kintzer, Frederick C., Jensen, Arthur M. and Hansen, John S. The Multi-Institution Junior College District. Washington, D. C.: American Association of Junior Colleges, 1969, 57pp.

29. Kintzer, Frederick C. "Decision Making in the Multi-Unit College." Junior College Research Review, 6 (January, 1972) 1-4.

30. LaVire, Willis A. Critical Tasks for Public Junior College Administrators. Doctoral Dissertation, Gainesville: University of Florida, 1961, 157pp.

31. Lombardi, John. "Emergent Issues in Administration." Junior College Journal. 35 (November, 1964) 4-8.

32. March, James C., and Simon, Herbert A. Organizations. New York: John Wiley and Sons, 1958.

33. Marsee, Stuart E. "When is Large Too Big?" Junior College Journal, 37 (December, 1966) 26-28.

34. Masiko, Peter. "Going Multi-Campus." Junior College Journal, 37 (October, 1966) 22-26.

35. McCammy, James L. "Analysis of the Process of Decision-Making." Public Administration Review, 7 (Winter, 1947) 41-48.

36. Morrissey, Kermit C. "Creative Leadership of Multi-Unit Colleges." Junior College Journal, 38 (September, 1967) 38-42.

37. Pellegrin, Roland L. "Professional Satisfaction and Decision Making in the Multi-Unit School." Eugene, Oregon: Center for the Advanced Study of Educational Administration, 1969, 13pp.

38. Pellegrin, Roland L. "Some Organizational Characteristics of Multi-Unit Schools." Eugene, Oregon: Center for the Advanced Study of Educational Administration, 1969, 18pp.

39. Raines, Max R. "The Student Personnel Situation." Junior College Journal, 36 (February, 1966) 6-8.

40. Ramstad, William K. "Multi-Campus - Ready-Set-Go!" Junior College Journal, 39 (March, 1970) 25-30.

41. Richardson, Richard C. "Needed: New Directions in Administration," Junior College Journal, 40 (March, 1970) 16-22.

42. Rushing, Joe B. "Managing the Multi-Campus." College Management, 5 (September, 1970) 14-16.

43. Sammartino, Peter. "Multiple Campus Colleges and Universities." Liberal Education, 49 (March, 1963) 48-52.

44. Simon, Herbert A. Administrative Behavior. New York: Macmillan and Co., 1947.

45. Wattenbarger, James L. "Dimensions of Need for Community Junior College Education." In Dimensions of Educational Need. Ed. by Roe L. Johns, Kern Alexander, and Richard Rossmiller, Gainesville, Florida: National Education Finance Project, 1969.

46. White, James H. Individual and Environmental Factors Associated with Freshman Attrition at a Multi-Campus Community College. Doctoral Dissertation, District of Columbia: George Washington University, 1971, 160pp.

BIOGRAPHICAL SKETCH

John W. McCluskey was born November 16, 1940, at Enterprise, Alabama. In January, 1959, he was graduated from Ensley High School of Birmingham, Alabama. He attended Alabama College before serving in the United States Air Force from August, 1960, through July, 1963. He received the Bachelor of Science degree with a major in psychology from Alabama College in 1965. From 1965 through 1967 he was a classroom teacher and athletic coach at Clewiston High School, Clewiston, Florida. In June of 1967 he entered the University of Florida, as a participant in an NDEA Higher Education Counseling and Guidance Institute, and received the degree of Master of Education with a major in counseling and guidance in June, 1968. In July, 1968, he joined the staff of Santa Fe Junior College, Gainesville, Florida, as a counselor and Director of Health Activities. In September, 1970, he began full-time doctoral study as an NDEA Fellow in the Department of Educational Administration at the University of Florida, specializing in higher education administration.

John W. McCluskey is married to the former Barbara Ann Anderson of Superior, Nebraska. They have two children, a son, John Patrick, and a daughter, Annélisa.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

James L. Wattenbarger, Chairman
Professor of Education

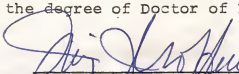
I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

Michael Y. Nunnery
Professor of Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

Robert O. Stripling
Professor of Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.



Irving J. Goffman
Professor of Economics

This dissertation was submitted to the Dean of the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Education.

August, 1972

Dean, College of Education

Dean, Graduate School